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WAR DEPARTMENT TECHNICAL MANUAL

U.S. Dept. of Army

THE INFORMATION- EDUCATION OFFICER

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In November 1943, the Information and Education Division was established in the War Department as a functional staff division, under the Commanding General, Army Service Forces, for administration and supply. It was charged with the supervision and policy control of those activities which are concerned with the mental training and attitudes of the soldier, as distinguished from activities which contribute primarily to mental and physical rest and change for troops, which continued to be a responsibility of the Special Services Division. The mission of the Director, Information and Education Division, was defined as follows:

“ the planning, production, dissemination, and supervision of materials and programs for the information, orientation, and nonmilitary education of troops and with research on troop attitudes, in order to assist commanders in maintaining a high state of morale.”

Information-education staffs were set up in all higher commands; information-education personnel were authorized in all units and installations down to and including the regimental and post level; provision was made for the appointment of additional duty personnel in lower echelons; and the stipulation was restated that all military personnel “will be given training in orientation,” and that in “regiments, groups and separate battalions, squadrons, companies and detachments, or equivalent organizations, not less than one undivided hour per week will be devoted to this training during duty hours.” Throughout the Army, in short, orientation became a continuing training program, the information and education program became an established responsibility of commanders, and information-education personnel, primary and additional duty, became members of the staff or command team in every headquarters and organization.

This publication outlines the principles, purpose, and scope of the information and education program, and describes the duties and responsibilities of information-education personnel. For clarity, it is addressed in large part to the information-education officer at the regimental level, since at that level the information-education officer and his assistants are closest to the troops for whom the program is designed. The reader should have little difficulty in adapting the procedures and suggestions contained in this publication to his own problems. A careful reading of War Department Circular No. 360, 1944, as amended, is essential to a clear understanding of the material contained in this publication.

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CHAPTER 1

PURPOSE AND SCOPE OF INFORMATION AND EDUCATION IN THE ARMY

Section I. MENTAL TRAINING OF SOLDIER

1. Importance of Mental Training

All armies now recognize the need for training the soldier's mind, in order to maintain his zeal for work and combat. The United States holds the belief that the soldier's mind should be free, informed, judicious, able to protect itself from sophistry and falsehood, alert and understanding of the larger problems of command, and of his Nation.

Such qualities of mind can grow only in the presence of a free press and freedom of speech, and they can only serve the individual and his democratic society adequately if he has the opportunity to nourish such qualities through information and education.

Free access to information, uninhibited discussion with his fellows, and a common opportunity to pursue self-education are three major resources which support the American concept of the mental training of the soldier in a democratic country.

But troops in vast numbers, on duty all over the world and segregated from familiar sources of news, of understanding of events, and of education, could hardly fulfill the natural rights of members of a democracy to know the truth and to grow through it, unless the Army they belong to would undertake to supply the needs of their minds as well as their material wants. This the Army does through its Information and Education program.

The nature of the Information and Education program in the American Army springs from the essential qualities of the men who make up the Army and the institutions from which they derive. These institutions, and the national traditions which form the American soldier even before he enters the Army, provide him with free access to many sources of information, opportunities for free discussion and opportunities for an unbiased education. These things produce a quality of initiative, self-reliance, and self-discipline which is held to be peculiarly American. When these qualities are combined with adequate military training and equipment they enable the American soldier to defeat the enemy, in many

cases without numerical superiority. Thus, the Army is in this sense the beneficiary of the free institutions of America which have provided such qualities for its citizen soldiers.

The Army tries to retain these qualities in its troops, as a careful reading of the Staff Officers Field Manual, FM 101-5, or Military Courtesy and Discipline, FM 21-50, will indicate. But the forces which make for initiative in the Army tend to be offset by many other unfavorable factors. The soldier's food, transportation and equipment are furnished without apparent relation to his own efforts. His officers are forced by the structure and needs of military organization to demand prompt obedience to orders and subordination of the individual, and all too often there is neither time nor interest to make explanation. Indeed to many harassed officers, the easiest and wisest course may seem to consist merely in demanding conformity of the soldier without regard to his basic and valuable American characteristics. But the larger view indicates that such a course would be dangerous indeed.

If army life should be of a nature to change some of the most valuable traits with which the young civilian enters the Army, the Army would not only lose the unique qualities of initiative and self-reliance in its soldiers, but would before long lose the confidence of the American people. The Army cannot be at odds with the Nation on such a basic issue as that of the national character. Indeed, modern wars are not fought by armies alone, but by peoples sustained by belief in their own way of life. So long as American life is based on freedom and respect for the individual, it is necessary that the Army, so far as possible, base its handling of the soldier on the same principles. This is not an easy task; it cannot be accomplished by negative action. The Army must have a positive program, clearly understood and carried out through command channels, so that these American traits do not die from neglect or from lack of material on which to foster their spirit. This it seeks to provide through the information and education program.

It is not enough, however, that troops have access to information in general and an opportunity for free discussion of that information, together with educational opportunities fitted to their personal needs. They must also have access to particular types of information at particular times—either to resolve their doubts about the war and their individual roles in it, or to give them the confidence they need when facing difficult military operations.

The essence of the soldier in war is the ability to engage in battle and defeat his enemies. In the complexity of modern war this ability is often exemplified in duties performed far from

scenes of battle. But war remains simple to this extent: men do come to grips with each other, and the decision, for which all else is preparation, occurs on the battlefield. For this reason, it is the combat soldier who offers the most critical test (though not necessarily the most typical) of the validity of the view held by the United States toward its Armed Forces. If he is informed, and if, on the basis of the information he receives, he develops a positive attitude and an aggressive spirit, the information and education program has accomplished its purpose, namely, to contribute to success in battle.

The great majority of troops however, never engage in actual combat. A mental training program must recognize the needs of those men who are required to work hard and conscientiously in routine assignments, frequently in isolated situations. It must assist newly inducted troops in making the difficult adjustment from civilian to military life, and those for whom the problem is reversed. It must be adapted to the thousands of casual officers and men long absent from familiar civilian surroundings who are without comparable organizational ties in the Army. It must recognize those men whom war has injured physically and mentally. These and similar problems which affect the attitudes of troops are byproducts of military necessity. Wars must be fought in terms of masses; military policies must be determined in the light of over-all military necessity. The soldier should understand that. He should know that inconveniences and hardships do not happen to him as a result of arbitrary decisions by commanders, but that they represent part of his own contribution to victory. To give him this understanding is one of the responsibilities of the information-education officer.

In this buffeting, to which all are subject at one time or another, the information and education program is an alleviating factor. Each soldier has the opportunity to know and understand the common objective; why it is that he and his Nation must carry on until every obstacle to a lasting peace has been overcome; why that objective cannot be gained without the unquestioning sacrifice of his personal comfort, ambition, and, if need be, his life; why, if victory is to be won, the individual must temporarily be subordinated to the larger group. To each soldier, regardless of how insignificant his job may appear, history offers a page on which to record his contribution to the America of the future; to state with what degree of unselfishness and understanding he subjected himself to the vicissitudes of military necessity. Among the heroes of the war will be those soldiers who kept faith through the days of dreary routine, unsung but indispensable.

The mental attitudes of troops and their understanding of the

important role they have in the war are a vital part of the morale of officers and men. The information and education program is designed to aid commanders in furthering those attitudes which indicate zest for training and for combat. Information-education officers are provided to assist commanders in accomplishing this mission.

2. Command Responsibility for Morale

The commander alone is responsible for morale. It is a responsibility which cannot be delegated. The information-education officer assists him in a specialized field, just as the personnel officer assists him by sound classification, the surgeon by accurate diagnosis and prompt medical attention, the finance officer by prompt and exact payment to troops. In this staff team, the information-education officer takes his respected place and performs his particular duties. He has certain methods and procedures through which he makes his program effective. Just as the commander of an infantry regiment has at his disposal more than a dozen infantry weapons, each designed for a particular tactical use, so the information-education officer has a wide variety of resources, each having a special use.

It is essential that the information-education officer understand the factors that affect soldiers attitudes and morale, for he is concerned, as is every other officer, to determine in what ways *his* program can assist the commander in raising the morale of the command or keeping it high. Many problems of morale grow out of ineffectual leadership or other faults of command. The solution of such problems lies outside the particular responsibility of the information-education officer. But where certain of these conditions indicate misunderstanding of military or national policy, lack of comprehension of the war, its causes, objectives, and progress; confusions and doubts caused by enemy propaganda over a period of years; misconceptions of reasons for inconveniences or hardships; misunderstanding of the personal relation of the soldier or his unit to the war as a whole; or lack of knowledge in the other fields peculiarly the province of information and education, the information-education officer properly brings to bear appropriate informational resources through methods described in this manual.

3. Attitudes of Officers

The information and education program, however, is not concerned solely with enlisted men. Officers, too, are subject to military necessity, undergo comparable inconveniences and hardships,

and develop attitudes under the same influences listed men. The attitudes of officers are of particular importance to the commander because of their effect upon enlisted men. The information and education program is for all military personnel, both commissioned and enlisted.

Section II. GIVING SOLDIER ACCESS TO INFORMATION

4. Information as Basis of Independent Thought

War requires the civilian to give up certain habits and the soldier to give up his individual freedom to a certain degree. The reasons for this are generally well understood in the face of the immediate and paramount objective which is to crush the enemy.

But in the American democracy, the citizen (in civilian form) retains the freedom of each American to think for himself. The habit of independent thinking rests upon the free and open information.

5. Why the Army Provides Information

An Army at war, however, is normally denied access to the channels of information provided for civilians. Constantly exposed to inaccessible areas, lack of commercial information, and problems of supply, all contribute to the isolation of the soldier from his familiar sources of information. Under such conditions, it is the Army's duty to see that the need of the Armed Forces for information is met by maintaining as much contact as possible with the sources of the civilian world, and since many channels of information are not readily available to the Army, it provides information materials through its own operation of mass media, such as Army newspapers, radio services, movies, and publications. In doing so, the Army must make sure that its own information materials contain the truth, that they do with the interests and needs of the soldiers in mind (no individual can absorb all information), and that the information is made impartially. The fundamental principle of American information about the war is that it is the truth. There is never any justification, in any case, for the employment of material which is known to be false. If information appears to be valid and useful, but is not wholly authenticated, it is best stated as such. If it is known to be false or is only vaguely rumored, it should not be used. Our case will not be helped by lies or distortions.

Having provided information in this way, it is a further responsibility of the Army and of the commander to insure that the soldier is permitted to hold varied opinions, without prejudice to his status, short of any that compel his disloyalty to the United States. That the Army is scrupulous in its performance of this responsibility is evident in the care with which the religious beliefs of the soldier are protected.

6. Integrity of Army Information

Control of the program of Army information and education is centralized in the War Department division responsible for its policy and operation. Every effort is made to insure the integrity of the ideas, expression, and materials of the program. The responsibility is a great one, and is to be shared by every officer throughout the chain of command, who is charged with any part of the duty of information and education. To be true to the historical ideals of the United States, the individual soldier's prerogatives of thought and expression, and the Army's traditional position of nonpartisanship—this is the challenge to those charged with the Army's purpose to bring the fullest possible intellectual resources to the Armed Forces, and to do it in the Army's idiom. If the soldier's experience is to be reached, respected, and reflected, the Army must remain faithful to its responsibility to provide free, full, and impartial information to troops otherwise largely cut off from the understanding of events in the world at war.

Section III. GIVING SOLDIER ACCESS TO FREE DISCUSSION

7. Understanding Through Discussion

The information and education program provides a means for soldiers to express and compare their views on matters of general interest through organized group discussion. Discussion periods are provided for both "on-duty" and "off-duty" time. Discussions scheduled for on-duty time are conducted, preferably, upon a platoon basis and are an integral part of the soldier's training. Attendance, therefore, is compulsory. Off-duty discussions are arranged to meet the desires or needs of troops for additional opportunities for discussion; attendance at these off-duty discussions is voluntary.

In both types of discussion periods, *participation* in the discussion is voluntary; each man may express his opinions, but is not required to do so. The soldier may exercise his inherent right of free discussion within the bounds of military security, mili-

tary courtesy and discipline, and commonly accepted standards of decency. This freedom, however, must not be permitted to become *license* for deliberate talk calculated to undermine the confidence of his fellow soldiers in the righteousness of the cause in which we fight, our Allies, our leaders, our faith in our country and its future. This restriction is similar to the self-imposed restriction necessary for successful discussion by any group in a democracy.

8. Responsibility of Discussion Leaders and Privileges of Participants. Subjects discussed by troops in either type of discussion generally fall into three main fields of ideas. It is essential for the discussion leader to distinguish one from the other, and to discuss specific discussion topics accordingly:

a. IDEAS WHICH ARE BASIC TO THE AMERICAN TRADITION. These ideas include belief in the integrity of the individual, and in the democratic process of government in the United States. The ideas which flow inevitably from those beliefs, are embodied in the Constitution itself, and are the practical basis for the American way of life. Examples are: that democracy is practical; the belief of Lincoln and Jefferson in the soundness of the majority opinion of the common man when properly informed; religious tolerance.

As to these, the information-education officer must maintain an outspoken and affirmative attitude, for these are the fundamentals on which all else we do is based. They are presupposed in American tradition, and in the acts of democratic government which have given us our national character, by which we stand. These fundamentals should inform our whole approach to more specific ideas and subjects. As to these fundamentals, the discussion leader will energetically present to the group his concluded opinion.

b. POLICIES OF THE GOVERNMENT. These are expressed in laws enacted by the Congress, in executive orders, and in regulations and directives issued by the War Department. They represent the case of Congress, the majority decision of the people; in the case of executive orders, the exercise of the president's responsibility as the duly constituted head of the government; and in the case of the War Department, the uniform command necessary to the fulfillment of the military mission.

In such matters, the discussion leader has a clear responsibility for explaining to the soldier the reasons for the majority opinion, and the reasons for acceptance by the soldier of the majority decision. The soldier may discuss matters pertinent

governmental and military policies, understanding, however, that these are policies to which he must, perforce, conform. The unity which is essential to success in war can be obtained only by cheerful obedience to commands which, in the orderly processes of American Government, derive their authority from the will of the majority.

c. OTHER CURRENT TOPICS. These topics lie in all fields of thought appropriate to an informed man, whether civilian or soldier, and include all issues which do not fall into either of the categories above. These, the discussion leader does not resolve for the soldier, but carefully gives him the facts, pro and con, as they are available.

The soldier may then discuss these issues informally with his associates, in organized off-duty discussion groups, or in mandatory orientation periods. Through the therapy of sound information and free discussion, apathy, ignorance, prejudice, and misunderstanding can be cured. It is the responsibility of the information-education officer to insure that facts are presented adequately and without bias, and that group discussion develops a balanced consideration of the issue.

9. Primary Areas of Information

Within the three fields of ideas described above, there are certain primary areas of information to which the soldier should have access. Subjects within these areas should be introduced extensively in the orientation training periods, so that the soldier has an opportunity for uninhibited discussion of them. So far as possible, these subjects should be related to the interests and needs of troops, as individuals and as units. The primary areas of information are:

a. THE UNITED STATES AND ITS FUTURE, including: The American traditions and the democratic ideals that have shaped our course. The innate strength of the Nation to withstand the stresses of war and of peace. Our ability to employ democratic principles in the fashioning of lasting peace.

b. WHY WE FIGHT, including: The threat to our way of life—now and at any future time—and to all that Americans cherish. The alternative to opposing this threat.

c. THE NEWS AND ITS SIGNIFICANCE, including:

(1) The salient facts of military and world events. The effect of these events upon what is required of the soldier. Their effect upon his future. Methods of discriminating between facts and rumors. The nature of propaganda.

(2) The personal and national problems involved in bringing

civilians into the military service, redeploying them as individuals or units, and separating them from the service, and the plans of the Nation and the Army for meeting those problems.

d. THE SOLDIER'S PRIDE IN OUTFIT, including: The functions of his arm or service. The mission of his outfit and the part it plays in the Army as a whole. The importance of his role as a member of the team, not only for winning battles but also for increasing his self-respect.

e. THE ENEMY, including: How the enemy thinks and how he fights. What his philosophy is and how it is carried out in everyday life; what it has done to the enemy soldier's mind that makes him what he is. His method of attack through propaganda. How he conducts himself in battle.

f. OUR ALLIES, in war and peace, including: The countries which are on our side, and the peoples of these countries; their ways of life and their contributions to the common effort. The United Nations as a fighting team, and as a team for insuring lasting peace.

10. Responsibility of Commander

With the commander lies the responsibility for insuring to each soldier opportunities for free discussion, both in orientation training periods and in off-duty discussion. He should determine whether a particular subject is more appropriate for discussion in off-duty time. The selection, or approval, of subjects for on-proving the selection of a subject, he should allow all reasonable latitude to the desire of soldiers to discuss topics of their choice in off-duty period or as part of orientation training. In approving the selection of a subject, he should allow all reasonable latitude to the desire of soldiers to discuss topics of their choice in off-duty time. The selection, or approval, of subjects for on-duty discussion, however, is a command responsibility, since the attendance of all troops is required. It is proper that this responsibility should rest with the commander. Only he knows his troops intimately and personally. He alone is responsible for their morale, and he alone can determine whether the subject is wisely selected, whether it will be of constructive value to the troops, and whether, in the selection of a subject or its treatment in discussion, any undue restriction is placed upon the right of the soldier to know and discuss matters which are of close personal interest to him.

11. Responsibility of Information-Education Officer

It is the responsibility of the information-education officer to ad-

vise the commander on these matters of policy. This is a heavy responsibility. Unsound advice upon which the commander takes action may work irreparable harm. Advice offered by the I&E officer should be based on intellectual honesty, confidence in the integrity and common sense of the soldier, and continual awareness of soldier attitudes.

A major problem confronting the information-education officer is to translate orientation policies and the primary areas of interest, as described above, into mental training at the platoon level. Broad subjects such as these should be broken down into components which are close to the interests of the majority of troops. To be interesting and helpful, information and the discussion of it must come to grips with the doubts and questions that plague soldiers, whatever their jobs, backgrounds, or particular circumstances which have moulded their thinking. These doubts, in many instances, stem from the soldier's lack of sense of purpose. In general, the soldier wants to know (1) that what he is being asked to do makes sense and is relevant to the over-all job that the Army is being asked to do; and (2) that the over-all job itself is of fundamental importance to him as an American. It is the responsibility of the information-education officer to see that the soldier receives this kind of information and is clear in his mind as to how it relates to him as an individual.

Of equal importance to the soldier is information clarifying the place of his unit in the larger pattern of the Army. His need for information and explanation is constantly changing, depending on the state of training of the unit, the nature of its mission and type of operations, where it is located, and the experiences he shares with other members of it. The information given him should enable him, through discussion, to understand the reasons for duty in a particular place or under particular circumstances; or give him the confidence he needs in entering upon a difficult or hazardous undertaking; or give him the satisfaction of knowing that his particular role is important and essential.

The orientation training program is not designed for solving command problems such as company administration, company discipline, military courtesy, or the individual assignment of soldiers. These are problems to be solved by commanders with the assistance of appropriate staff officers during time other than that provided for orientation discussions. Orientation training time is designed to take the soldier beyond the minutia of his daily life, and to give him the perspective which enables him to make sense out of his daily living by relating it to the war and to the future of his Nation.

Care should be exercised not only to avoid any program of propaganda but also to avoid any appearance of it. Even though the method of discussion may prove that there is no such intent, the selection of titles in itself should be clear of suspicion.

It is to the interest of every soldier in World War II that he be informed fully on the stupendous job that his Army has accomplished—in strategy, logistics, staff planning. Each soldier is making history. He should realize this now, while he is still in uniform; moreover, he should comprehend before separation from the Army that, as partial reward for the buffeting he may have undergone, he has made a personal contribution to the most important event in modern history.

12. Materials Available for Discussion Periods

The War Department currently publishes weekly pamphlets entitled "Army Talk." Each pamphlet contains factual information regarding a selected subject, together with a guide for discussion leaders and ample collateral and background material. These are supplemented by the publication, by many theater commanders, of similar discussion materials. The War Department also publishes materials especially designed for off-duty discussion (currently, GI Roundtable pamphlets, issued from time to time). The commander is not limited to the use of materials furnished in any of these ways, but may prepare his own materials, or may select materials from other sources. He is responsible that the selection and use of materials published by other than official sources conform to War Department policy.

Section IV. GIVING SOLDIER ACCESS TO EDUCATION

13. Soldier's Desire for Advancement

It is a characteristic of Americans that they continually strive to improve their social and economic positions, both as individuals and as members of their communities. In the soldier, this desire takes form in his ambition to advance in the Army, his determination to make his military organization better than any other, and his concern with bettering, so far as possible, the social and economic position he held in civilian life. These are typically American ambitions which contribute qualities of drive and initiative to our troops to an extent not found in other armies. These qualities should be nourished by commanding officers and opportunities should be given to fulfill them. Educational opportunities are a basic factor in the achievement of the personal ambitions of an American.

14. Soldier's Opportunity for Education

Through the Army's off-duty education program, the soldier is offered an opportunity to satisfy his ambitions to a considerable degree. By individual and class study of technical subjects which have not been included in his particular military training program, he is able to acquire additional skills which are useful to him as a soldier and which may gain promotion for him. By study of subjects of a broad general nature, he may acquire a maturity of mind and a mental discipline which will make him a more efficient soldier and, later, a more useful citizen. Study in this way, whether it be directed to a specific vocation or to the general improvement of the individual, has a definite military value. It indicates to the soldier that, in addition to performing his military duties, he is also steadily advancing toward the increase of his own abilities. It helps to allay any fears he may have about his ability to maintain and improve his position in civilian life. By resolving many of his worries and doubts, it tides him over those times when he is likely to feel sorry for himself, and enables him to put forth his full military effort with less emotional distraction.

15. Military Value of Army Education Program

To the commander, there are great values in the education program. Without the sacrifice of precious training time, he has an opportunity to raise the intellectual level of his troops, to strengthen mental discipline and mature thinking in his men, and to stimulate their individual initiative.

One important value of the off-duty education program is that it rests on the initiative of the individual soldier. No man is compelled to participate in it, or to continue with his studies. The decision rests with him alone. An outfit in which considerable numbers of men are enrolled in off-duty education courses, however, is likely to have a high degree of alertness, because its members have demonstrated their initiative in still another way.

While any compulsion on the part of the commander would rob the soldier of his desire to achieve his ambitions by his own efforts, every opportunity should be seized to acquaint soldiers with the provisions of the off-duty education program; to insure that they have any assistance they need from technical and educational advisers who may be available within the command; and to insure that textbooks and facilities are available so far as conditions permit.

16. Administration of Off-duty Education Program

The off-duty education program is administered under the super-

vision of the information-education officer. Instructors, educational advisers, and other professional assistants are military personnel qualified by experience and background. Soldiers are given advice in planning their individual programs, both in correspondence courses and in classroom work, and are assisted in their studies where necessary. Tests and examinations, built on extensive experience of civilian educators, are administered by commissioned officers. The soldier is given assistance in applying for credits at the civilian educational institution of his choice; and an opportunity is offered to measure the soldier's general educational improvement resulting from his total military service.

The operating agency for the off-duty education program is the United States Armed Forces Institute. There is a USAFI branch in each of the larger oversea theaters; and those troops who are not served by a branch of their own are served by an adjacent branch or by USAFI headquarters. USAFI is a joint operation of the War and Navy Departments. Its services are available to personnel of the Army, Navy, Marine Corps, and Coast Guard, through close liaison among these forces.

Obviously, the Army cannot attempt to duplicate the civilian education program in its wide scope and in all its ramifications. It does, however, provide a program which is an adequate cross-section of civilian education, and which is designed to meet the needs of most military personnel of the secondary school and college level. Textbooks and teaching methods recognize the maturity of men in the Army, and appropriate adaptations have been made of materials designed for use in teaching students of relative immaturity in civilian schools. Textbooks are selected on a committee basis and represent the most commonly accepted doctrine of civilian education. Leading civilian educators and recognized civilian educational bodies serve in an advisory capacity to USAFI in its various professional activities.

17. Off-duty Education At Work

Except during basic training, when the man's contact with civilian life is recent and when all available time is needed for orienting him to the Army and training him for the big job ahead, men and women throughout the Armed Forces are engaged in the off-duty education program. Participation is not limited to those in rear areas or in isolated localities. Under almost any military conditions officers and men are found studying—with promotion in mind; or in preparation for the day of their return to civilian life; or to keep their minds from becoming rusty; or merely to pass the time more profitably. Everywhere throughout the global

spread of the Army, men and women are using their leisure time to improve their opportunities, present and future. Thus better soldiers are made; and, as a byproduct of military service, the Nation acquires better citizens.

Section V. DETERMINING ATTITUDES AND INTERESTS OF TROOPS

18. Use of Research Techniques in the Army

If any program of information and education is to be effective, it must be based on the interests and needs of troops; it must recognize soldier attitudes and assist the soldier in resolving his anxieties and doubts. These matters cannot be left to guesswork. Research techniques, developed by social scientists for use in industry and by students of public opinion, are used extensively throughout the Army for this purpose. Teams of research experts are made available to commanders of high echelons for the purpose of determining the attitudes of troops on various matters which affect their well-being. The findings of these research teams are frequently used in the formulation of War Department and theater policy. Research techniques are used not only to determine initially attitudes which may result in formulation of policy, but also to measure the extent to which the new or changed policy has proved successful.

19. Administration of Research Activities

Army research is a highly technical job which can be performed satisfactorily only by personnel trained in the rigorous methods of science. The complexity of research procedures, furthermore, makes it necessary to centralize research activities at the highest echelon. All Army research studies are planned and controlled in the War Department or in the headquarters of the appropriate theater or department; and personnel trained and experienced in research techniques are made available to commanders at the theater level. The commanding general of a theater or other high command is authorized to conduct research studies within the command when technical supervision is performed by personnel designated by the War Department, who are assigned or on temporary duty with the command. Except under these conditions, no attitude surveys or research studies are authorized, and local commanders are not authorized to initiate or conduct such studies.

20. Place of Research Studies in Information and Education Program

For the information-education officer in the field, the substitution

of scientific measurement for guesswork has many implications. It is a guarantee that materials supplied by the War Department are adapted to the needs and interests of troops. The information-education officer should understand, however, that the interests and needs of troops as determined by studies of cross-sections of the Army may not truly represent the interests and needs of troops in his particular unit. In the tradition of experienced staff and line officers, he will accept the research findings and the materials which are based on them as a general guide line, to be corrected and interpreted in the light of his own day-to-day observation of the men who are serving with him.

In addition to the use of research as a basis for preparation of information and education programs and materials, the reports of actual research studies are made currently available to all echelons through "What the Soldier Thinks," a War Department monthly publication which is distributed down to the company level, and through War Department pamphlets published from time to time. These publications may prove especially useful to the information-education officer by increasing his understanding of the forces which shape men's attitudes, and the impact made upon their thinking by changes in the war situation.

Research, as used by the War Department, is not a tool for "investigating" the problems of any unit, or for comparing one unit with another; nor does it encroach on the traditional and clearly defined responsibilities of the Inspector General. It is, rather, an exact technique for knowing and understanding the attitudes of a citizen Army.

CHAPTER 2

INFORMATION AND EDUCATION PROGRAM AT UNIT LEVEL

Section I. DUTIES AND QUALIFICATIONS OF UNIT INFORMATION-EDUCATION PERSONNEL

21. Information and Education as a Primary Duty

For operation of the information and education program, War Department directives provide primary duty personnel throughout the Army, down to and including the regimental and post level, and in other types of units and organizations. Military occupational specialty numbers are designated as follows: MOS 5004, Information-Education Officer; MOS 2274, Information-Education Specialist (enlisted; formerly Orientation Specialist); MOS 5500, Education Officer (usually in higher echelons and in unit and other schools in the Army Education Program; see TM 28-205). Primary duty personnel in a regiment or post currently consists of an information-education officer and an enlisted assistant. In this chapter are discussed the duties and qualifications of this personnel, and of additional duty personnel within the regiment.

22. Flexibility of Operating Procedures

The selection of an infantry regiment as an illustration is intended to provide the reader with a simple and clear example of information and education activities in a lower echelon. The information-education officer in a different type of unit should have little difficulty in making appropriate adaptations.

Many of the functions shown here as responsibilities of the regimental information-education officer (such as selection of topics, maintenance of extensive information files, preparation of news summaries) are frequently performed, instead, at the division level. It is desirable, however, that the regimental I&E officer be experienced in performing these functions independently of the division, since it is at the regimental level that the I&E program is translated into action in companies and platoons. Self-sufficiency of the regiment becomes increasingly important when elements of the division become dispersed over a wide area, under combat or other conditions.

23. Information and Education as a Staff Function

The information-education officer in an infantry regiment is Assistant S-3, specifically designated as "information-education officer." His primary duty is in information and education. He is not a general assistant to S-3. The information-education officer, of course, performs those staff duties which S-3 directs; but since S-3 has the same responsibility for mental training that he has for tactical training, he meets this responsibility by distracting the information-education officer from his specialty as little as possible.

The unit information-education officer should remember that he is a staff officer. His job is to plan operations, as directed by S-3, and as a representative of the commander to see that these operations are performed by the right people at the right time. Much of his time will be spent away from his desk checking on the results of his planning and observing the effectiveness of the information-education program in operation. As a staff officer, it is not his function to conduct the weekly troop orientation periods, but to brief discussion leaders and see that *they* conduct orientation training of troops effectively. It is not his duty to enroll individuals in education courses or to supervise their study, but to insure that these functions are performed by the proper persons.

In addition to his staff duties, he has certain important operating duties. These include particularly conducting the orientation training period for staff officers, or assisting the commander in doing so.

24. Coordination With Higher Echelons

In each echelon above the regiment, information-education personnel are provided as primary duty. Supervision of the regimental program is one of the duties of the division information-education officer, as is his planning of the information and education program for the division.

25. The Enlisted Assistant

In current Tables of Organization, the enlisted assistant provided for the information-education officer is designated as "Information-Education Specialist, MOS 2274." His qualifications and suggested duties are described later in this chapter. The information-education officer should plan his own duties and those of his enlisted assistant with such care that the time and effort of each is used to the fullest extent.

26. Information and Education as an Additional Duty

The additional duty personnel frequently mentioned in this manual is not provided for in Tables of Organization. It is apparent, however, that since orientation training is required at the platoon level, the unit commander cannot have a truly effective information and education program merely through the efforts of one officer and an enlisted assistant. The appointment of additional duty officers and enlisted personnel is essential to a thoroughly effective information-education program.

In each company, or comparable organization, an additional duty information-education officer should be appointed; with a general assistant, enlisted, and with an enlisted educational assistant—both in addition to other duties. This officer may be the company commander, the company executive, or a platoon commander. In any case, he should be a regularly assigned officer, not one who is attached. The appointment of this additional duty officer is made by the company commander. It is important that a well-qualified officer be appointed information-education officer in each company, for it is within the company that the information and education program succeeds or fails. The responsibility for the success of the program rests primarily on the company commander, as a function of command.

The company information-education officer should be a good organizer, and should have sufficient time available to enable him to do full justice to the mental training program. If, in addition, he possesses the qualifications described later in this section, for the primary duty information-education officer, he is likely to do an outstanding job. Above all, he should be an officer of mature judgment and intellectual integrity. If otherwise qualified, the company executive is a good appointee. Since his duties pertain to the entire company, he knows all the personnel of the organization and is not restricted in his primary duties to the handling of only a portion of the company.

27. Outline of Duties of Unit Information-Education Officer

The specific duties of the unit information-education officer fall into three general categories:

- a.* Orientation training, and its corollaries.
- b.* The Off-duty Education Program.
- c.* Miscellaneous duties.

28. Orientation Training and Its Corollaries

The organization and operation of orientation training are as follows:

a. ORIENTATION OF TROOPS. A minimum of one undivided hour each week is devoted to this mental training program in regiments, separate battalions, squadrons, companies, and detachments. This training, like other types of training, is given during normal duty hours, either by the platoon (company) commander or under his direct supervision. The training is normally given in groups of platoon size, thus affording opportunities to the greatest number of men for asking questions and discussing the news and the topic of the week. The company information-education officer is responsible to the company commander for the efficient use of this training time and for insuring that officers who supervise the training and officers (and men) who lead discussions are themselves well-informed and have the confidence, in their appearance before their men, which comes from sincerity and conviction. Since only 1 hour per week is usually devoted to orientation training, as compared with the many hours usually devoted to disciplinary, tactical, and technical training, it is of the greatest importance that the orientation training period be scheduled at an hour when the troops are mentally rested and receptive to the program.

b. BRIEFING OF DISCUSSION LEADERS. Prior to the weekly orientation period, it is the responsibility of the unit information-education officer to brief platoon commanders, and enlisted personnel whom they call upon to assist them in presenting the news or leading discussions. This briefing is similar to the briefing which S-3 gives prior to a tactical operation. It should be followed by supplementary briefing by the company I&E officer, just as tactical briefing by S-3 is normally followed by a conference of company officers and noncommissioned officers.

c. NEWS SUMMARIES. It is of primary importance that all military personnel be kept continually informed on news of the war and of the world. Overseas this news, prepared by the Army News Service is disseminated by Signal Corps facilities and in various other ways. In the United States, news may be received through commercial radio and other normal commercial sources. News summaries, prepared by the information-education officer, should be published to the command at least once a day.

d. WAR INFORMATION CENTERS, formerly known as the Orientation Centers or War Rooms. At central and easily accessible locations there should be established and maintained rooms or tents, available to all personnel, where there are displays of materials pertinent to the information and education program.

e. COMPANY WAR INFORMATION CENTERS. In each organization

—in the day room or similar focal point—there should be maintained a War Information Center, similar in general to that maintained for the entire unit.

f. **ORIENTATION FOR OFFICERS.** War Department directives prescribe that “all military personnel, commissioned and enlisted, on active duty will be given training in orientation. . . .” There should be a weekly orientation meeting of all officers who do not participate in the troop orientation period, and of enlisted personnel for whom orientation training is not otherwise provided.

29. The Off-duty Education Program

This is a voluntary program in which officers and enlisted men may participate either as individuals or in groups. Individuals may enroll in correspondence courses and self-teaching courses of the U.S. Armed Forces Institute (USAFI), in correspondence courses offered by a number of universities and colleges, and in locally organized classes. Specific responsibilities of the unit information-education officer include:

- a.* Analysis of educational needs.
- b.* Enrollment of individuals in USAFI courses.
- c.* Supervision of individual study.
- d.* Organization of off-duty classes.
- e.* Accreditation.
- f.* Foreign language instruction.
- g.* Organization of off-duty discussions.

30. Orientation in Special Situations

Situations will arise which require special programs of orientation (preparation for combat, staging for movement, and others). Such programs will normally be supplied by higher echelons. In many such situations, however, the information-education officer must rely upon his own initiative.

31. Miscellaneous Duties

The above list indicates the normal duties of the unit information-education officers. Some functions, such as orientation of troops, briefing of officers, distribution of news summaries, establishment of information centers, and provision of off-duty education are basic and continuing responsibilities.

No tabulation of duties, however, should limit the activities of the information-education officer. Opportunities will arise continually for the alert officer to weave the mental training of troops into the over-all training pattern. The ingenious information-education officer will discover ways in which he can supply information to

make the entire training program more realistic. He should make a point of studying unit training schedules well in advance, and should brief platoon and company commanders on the proper use of the training aids which he offers them.

The Army librarian will usually be ready to assist the information-education officer in many ways; by providing materials to assist him in briefing, by making background books available to troops, by posting announcements of information and education activities, and by providing facilities for education and other types of meetings. The unit I&E officer should also maintain liaison with local representatives of the Red Cross and with chaplains, both of which groups will frequently assist in stimulating the interest of troops in the information and education program.

32. Continuing Nature of Information and Education Program

As training officers, S-3 and the information-education officer should bear in mind that mental training differs from technical and tactical training in this respect: whereas a prescribed number of training hours may make a soldier adept in the use of a weapon, or a physical training course may bring him to a peak of agility and stamina, mental training is never completed. The information-education officer who confines his efforts to the weekly orientation hour, the War Information Center, and to announcements about the education program, is serving his commander only routinely. Mental training cannot be routine; too much depends on it—the will to fight, the determination to serve one's country in war and in peace. These are the characteristics that a commander looks for in his troops. The information-education officer in assisting the commander in the development of these characteristics in troops has a heavy responsibility. He can fulfill this responsibility only if he has imagination, firm convictions, courage, and drive.

33. Resources Available to Information-Education Officer

The War Department publishes materials and provides services for the use of the information-education officer. They should be extensively used, and adapted to the local situation. In addition, theater and other high commanders provide supplementary printed materials, motion pictures, and radio programs, which help the I&E officer accomplish his mission. The I&E officer, moreover, is not limited to materials received from higher echelons. His ingenuity and resourcefulness will indicate many ways of devising materials. In doing so, he should be influenced by the following considerations: estimate the situation carefully and ac-

curately; be sure that his programs and materials, and his methods of using them, are within War Department policy and within the objectives of the information and education program; have valid reasons for believing that his own materials are more suitable for a specific situation than those received from higher echelons.

The information-education officer should not overlook the staff resources which may be tapped in relating the weekly discussion to the interests and needs of troops. From S-1 he can obtain data on the awards and decorations within the unit, which add color to a discussion on that subject. S-2 will have information on the history and accomplishments of the unit. S-4 might be requested to prepare material on the place of logistics in winning the war. The special services officer (A&R) is peculiarly fitted to put on orientation shows in order to drive home information which lends itself to dramatization. These are merely suggestions; the alert I&E officer will think of many ways in which his fellow staff officers can help his program, just as he helps theirs from time to time.

34. Qualifications of an Information-Education Officer

It is as difficult to describe the ideal information-education officer as it is to describe the typical soldier. The scope of his responsibilities best indicates the qualifications an information-education officer should possess. There are, however, two basic beliefs which all information-education officers *must* have, without which they can scarcely be considered qualified.

a. These basic beliefs are—

(1) Belief in the inviolability of the individual. This belief is basic to the American tradition. It is both a religious and an ethical concept, and in its practical application is the basis for the American way of life.

(2) A belief in the democratic processes of government in the United States; that democracy is practical; the belief of Jefferson and of Lincoln in the soundness of the majority opinion of the common man when properly informed. This again is a concept of American life.

He should not only hold these beliefs, but be able to implement them for the commander. He should strongly recommend that these principles be the primary basis of selection of company information-education officers.

b. As practical background, it is desirable that the unit information-education officer have successful experience as a commander of troops, or comparable experience which clearly indicates high qualities of leadership. Desirable civilian background includes experience in one of the following, or similar

fields: instructor, educational administrator, newspaper editor or writer, lawyer, or interpreter of public opinion through news services, motion pictures, or radio. It is desirable that he have a college education (specialization in social sciences and similar fields preferred), although that is secondary to his possessing a mature and inquiring mind. He should be a good executive and have qualities which enable him to work in a staff position without friction and with an understanding of staff responsibilities and procedures. Above all, he should possess initiative, imagination, and an unfailing and unselfish interest in problems of the enlisted man. He should, when feasible, be trained in a service school established for the training of information-education personnel.

35. Qualifications of an Enlisted Assistant

The enlisted assistant should possess the same basic beliefs that are required of the officer. At the regimental level, the assistant should be experienced in assembling, analyzing, and cataloging source materials. He should possess sufficient ability as a writer to prepare news summaries (though not necessarily to interpret the news) and to prepare bulletins and notices for publication. If he also possesses skill in the display and arrangement of materials, he will be able to assist in the supervision of the War Information Center. He should have experience in preparing military communications and reports and be able to handle routine procedures connected with the education program. It is especially important that he be a good organizer, able to manage the office routine. Where the duties of an enlisted assistant require that he lead discussion groups (in certain situations in air bases, posts, camps, and stations as described in this manual, and in Army hospitals), he should also possess ability as a speaker and be able to assist in the training of others as speakers. If possible, he should have the opportunity to attend a school approved for the training of information-education personnel.

Section II. INDIVIDUAL AND UNIT FACTORS IN AN EFFECTIVE INFORMATION AND EDUCATION PROGRAM

36. General

The objectives of the information and education program are common to the whole Army. In attaining these objectives within a particular unit, however, certain factors make it essential that actual operating details be based on the needs or conditions characteristic of that unit at a particular time. These factors relate both to the individual soldier and to the unit of which he is a

member. The unit I&E officer should be guided by consideration of these factors in the planning of all phases of the information and education program.

37. Individual Factors

a. THE SOLDIER AS AN INDIVIDUAL. Individuals differ from each other in their innate capacities, temperament, economic status, education and personal philosophies. Moreover, each soldier is a product of his experiences both before and after entering the service. For these reasons, soldiers demonstrate varying degrees of understanding as to the Nation's need for their services, why they have been called upon to leave their homes and families and to interrupt their education or civilian work. Those who see these issues clearly are apt to be highly motivated in their approach to the life of a soldier. Others may be handicapped by lack of understanding or by prejudice and suspicion which in a time of stress may override a desire to understand. These factors are present in, and to some degree determine, each soldier's response to personal encounter with Army or unit practices and policies, officer-enlisted man relationships, enemy propaganda, political and economic events at home, civilian-soldier relationships, and day-to-day hardships and deprivations.

b. RELATION OF INFORMATION AND EDUCATION PROGRAM TO THESE FACTORS. It is obvious that the information and education program does not change or alleviate the conditions or events which the soldier hears about or experiences personally. The unit I&E officer, for example, does not determine military assignments, promotion policies, the menu at mess, granting of furloughs, or any other matters pertaining to command. His function in such matters is rather to explain and interpret, especially in relating local matters to larger problems of a higher echelon, the Army in general, or the Nation.

38. Unit Factors

Of equal importance are those factors which derive from the nature or situation of the unit. They must be given appropriate weight in planning a unit information and education program. As in the case of individual factors discussed above, these unit factors enter particularly into the planning of orientation training activities.

a. STAGE OF TRAINING AND TYPE OF UNIT. In general, the I&E program is most effective when it is geared to the progress of the unit through its training cycle and when it takes account of significant stages in the unit's existence.

b. **LOCATION AND MISSION OF UNIT.** *Where* a unit operates is often a product of *why* it operates. The I&E program for troops stationed in remote areas on routine duties involves specific problems not met, for example, by an antiaircraft outfit assigned to protecting a bridge a few miles from the front lines, or by an infantry unit recently pulled out of the line for a rest.

c. **EXPERIENCES OF UNIT.** Planning of an orientation training program must also include consideration of specific experiences undergone by the unit. These may have been unfortunate experiences resulting in a general lowering of confidence and faith in those areas properly the mission of the information and education program to encourage and strengthen. Or the experiences may be fortunate ones of a kind which result in a noticeable lift in sense of purpose or accomplishment. Both types of experiences should be given due weight in the planning of unit information and education programs.

d. **"PERSONALITY" OF UNIT BASED ON ITS COMPOSITION.** Personnel of most units comprise an approximate cross-section of the people of the United States. Some units, however, contain a preponderance of men from a single geographical area, or of one educational level, either high or low. These and comparable considerations are often important as suggestive both of the content and the methods of presenting an information and education program.

Section III. TECHNIQUES OF DISCUSSION

39. Advantages of Discussion Method

Group discussion provides a democratic method by which the soldier may form an individual opinion. Participation in discussion gives him a feeling of "belonging," and of having his opinion respected by others. The give and take of an animated discussion is a potent method of stimulating his thinking, particularly on subjects which are not common to his daily life.

The advantage to the platoon commander is that, once a week, he is able to strengthen his qualities of leadership by discussing with his men topics of general interest. It is evidence to the men that his personal interest in them goes beyond their technical training, administration of platoon affairs and the daily routines, and that he is concerned that they have an opportunity periodically to stretch their minds and consider with him matters of broader import.

The principles and techniques of discussion are presented in detail in paragraphs 37-41 inclusive, TM 21-250, Army Instruc-

tion, and many helpful suggestions are contained in EM 1, Guide for Discussion Leaders. Below are suggested methods of adapting these principles and procedures to the weekly orientation discussion period.

40. Physical Arrangements

The seating of the audience should be informal. Men should be comfortable; smoking should be permitted.

A semicircular arrangement of seating is suggested, so that each speaker will be seen and heard when he speaks, without his having to come forward. Men should not be seated behind the discussion leader.

The discussion leader, rather than the audience, should face the light.

There should be no distracting noises, such as heavy traffic or close order drill outside the room; no disturbing conversations or lectures in an adjoining room.

41. Preparing For Discussion Period

The platoon leader, or the enlisted man whom he may call upon to assist him, should study his subject in advance so as to be able to foresee the trend which the discussion is likely to take, and the questions which individuals will probably ask. Since the group consists of his own troops, whom he knows intimately, this should not be difficult.

He should prepare notes which will refresh his memory as he presents the news summary and introduces the topic. These notes should, preferably, be on small cards, since the turning of sheets of paper is a distraction to the audience. The discussion leader should not read aloud from his notes.

His notes should be in the form of an outline of the discussion, with the points which are to be covered arranged in sequence. By means of this outline he can keep the discussion on the track, and recognize questions which are not pertinent. This will enable him to close the discussion at any one of a number of points and to summarize what has been said.

He should estimate the approximate amount of time to be given to presentation of the news, discussion of the news, presentation of the discussion topic, and a summary of the discussion. It is particularly important that a few minutes (not more than five) be allowed for briefly summarizing the discussion at the close of the period.

42. Presenting News

Prior to the discussion period, the leader and his assistant should become thoroughly familiar with the news which is to be presented, and with the maps and other visual aids to be used in presenting it. One of the advantages gained by the meeting of company discussion personnel following the unit briefing conference is that it helps to insure that all concerned are completely familiar with the news and are able to pronounce correctly names of foreign persons and places.

The news should be presented to the troops in an informal but clear style. The form of presentation, as well as the content of the news summary, should serve to impress upon the men that the news is of vital interest to them as well as to their platoon leader. No opportunity should be overlooked to relate the news to the interests of the men of the platoon and to the mission of the unit.

The discussion leader should be careful not to obscure the visual aids while they are being used. He should stand at one side while pointing out features on a visual aid, using a long stick or pointer to identify portions of the visual aid. He should never talk while writing on a blackboard or other surface which obliges him to turn his back to the group.

While there is no rigid rule regarding the sequence in which items in the news are presented, it is advisable to arrange the summary so that items which lead naturally into the discussion are presented last.

43. Presenting Discussion Topic

The amount of time given to presentation of the topic for discussion will vary with different subjects. The meeting of the company I&E personnel following the unit briefing conference will help correct errors of over-long and too-brief presentations. Usually, presentation of the topic takes about 10 minutes. The chief value of the discussion period lies in the give and take of discussion, and ample time should be allowed for that.

The platoon leader should indicate why the topic is being discussed and what relation it has to the interest of the troops. Otherwise the discussion may become merely an intellectual exercise. Frequently, a particular newspaper clipping which has been displayed in the company War Information Center may be used to establish this connection.

44. Leading Discussion

After presentation of the topic, the discussion should open without delay. The leader should call for questions. If one is not forth-

coming, he may open the discussion by posing a question himself. Frequently, he will suggest to one of the men in advance of the period that he start the discussion with a prepared question. Sometimes a man in the platoon is especially qualified by experience to ask a particular question which is appropriate. The question should be a provocative one, so as to stimulate discussion.

The function of the leader, once the discussion is started, is to keep it moving along and to see that it is related to the subject. There may be an occasional lull in the discussion once it gets under way. The leader should not feel disturbed by this, provided it is short. A brief pause is sometimes necessary, so that men may gather their thoughts preparatory to speaking.

When one member of the platoon is likely to have an opinion of value to the others, he should normally be called upon to express it; and the leader should make a point of calling on those men who are the least articulate and who therefore do not normally participate in the discussion.

The discussion leader may desire to write on a blackboard, either during the discussion period or beforehand, pertinent questions which he believes will focus the discussion. In placing such questions on the board, they should be written one by one, so that there is not the distraction of many questions presented for consideration at one time. The advantage of presenting written questions is that they help the leader to keep the discussion close to the subject. A disadvantage is that this method tends to reduce the informal feeling which should pervade the period.

A device for stimulating discussion is to present sets of true and false statements, asking for expressions of opinion as to their correctness. Another device is to make a statement, attributed to a nameless person, and ask for comment. Another effective method is the case method, the leader asking such a hypothetical question as: "If you had to make a decision in this matter, what factors would influence your decision?" Such questions, of course, should have direct bearing on the topic under discussion. Another device is to make an affirmative statement and ask, "Do you agree with this?"

When the discussion lags, it may be revived by the leader asking a question based on his notes, or by his quoting from a newspaper clipping which is pertinent, or by his asking if there is further discussion of the particular point; and summarizing the discussion, so far as it has gone.

Care should be taken to insure that many views are expressed, and that all men have an opportunity to participate in the discussion. No individual should be permitted to monopolize the time, and such an attempt should be tactfully diverted by a re-

mark such as: "While we are on that point, let's hear from some of the others." Nor should any man be permitted to discourse at length on a minor point. Such a situation might be saved by a remark to the effect that, while the point is good, it may be saved for another time.

A speaker should not be permitted to digress from the point of the discussion, nor should he be permitted to relate personal experiences which are not directly germane to the subject. When a speaker indulges in generalities which do not reveal a direct contribution to the discussion, he should be requested to be more specific, and should be required to support irresponsible remarks with evidence. Heated arguments between two discussants should not be permitted to get out of hand or to absorb time which properly belongs to the discussion.

When a speaker has an idea but is not able to express it clearly, the leader should assist him by a comment such as: "Are you saying . . . ?," followed by a paraphrasing of his remarks. When a question is asked of the discussion leader, it will frequently help the discussion if the leader asks for answers from the group. The leader should remember that the purpose of the discussion is not to voice his own opinions, but to develop the thinking and individual opinions of the members of the group; and that his function is to serve as informant, to keep the discussion on an even keel, and well directed; to give all men an opportunity for expression of opinion without prejudice, and to summarize the points covered at the close of the meeting.

45. Attitudes of Discussion Leader

It is not appropriate in this manual to instruct a platoon commander in his attitude toward his troops at any time. That is a function of leadership training. However, since the orientation discussion is different in content from troop discussions on other matters, it is pertinent to offer a few suggestions which are peculiar to this type of training.

It should be impressed on the discussion leader that this is essentially an hour which belongs to the men, and that the status of no man will be prejudiced because of an opinion which he expresses, so long as the expression of opinion conforms to the principles governing discussion. This feeling of confidence can be imparted to the men if the leader is conscientious in drawing out a variety of opinions and maintaining a purely objective relationship to them. He should give his own opinion rarely, and then only when directly asked for it. In giving an opinion he must make sure that he conforms to the policy described earlier in this manual, and that

the group understands that this is his own personal opinion, for what it is worth.

He should be as relaxed and at ease with his men as he would be in discussing other matters with them, as their leader and friend. He should use his customary forms of speech and his own idioms. Since these are men he lives with and talks to day by day, he should know them well enough to recognize when and how to introduce humor into his remarks. He should know their idiosyncracies—those who tend to be over-articulate and those who are relatively inarticulate.

He has an opportunity to bring home to his men, as their leader, the importance of the topic in the most comprehensible way. He is likely to be most successful by being himself, by refraining from pretension to knowledge he does not possess, and by giving ready recognition to members of the platoon who are better versed in the subject under discussion. He should understand that, although topics discussed are frequently in areas of thought unfamiliar to the group, they are nevertheless important matters and that their importance can be emphasized by the same kind of informal treatment which typifies discussion of topics of everyday interest.

Section IV. DISCUSSION PERIOD

46. Selecting Topic

Topics selected for discussion in the prescribed orientation training period should be close to the interests of the troops. In general they should fall within one of the six primary areas of information described in chapter 1. In any case, topics which are related to local problems of training, discipline, and administration should not be selected.

The decision as to the selection of topics rests with the commander. Normal staff procedure is for the unit information-education officer to recommend to S-3 (or G-3, as the case may be) the topics to be discussed, and for S-3, usually accompanied by the information-education officer, to present the topics personally for consideration of the commander. The information-education officer should formulate a plan which provides for at least 4-weeks coverage, new topics being added to the recommended list in order to maintain a long-range schedule. S-3 and the I&E officer should be prepared for interruption of the long-range program because of a change in the military situation, or the occurrence of a news event of special importance, or the desire of the commander to have a particular subject discussed by troops without delay. Topics should be prepared and on hand for use in additional orientation training

periods which result from inclement weather or a period of relative inactivity in the normal training program.

Materials for use in orientation discussion periods are distributed by the War Department and by theater and other high headquarters. Currently, the War Department furnishes each week a discussion pamphlet entitled "Army Talk." Copies are distributed down to company (and similar) commanders in the United States; and a copy is air mailed to each theater for reproduction. Each Army Talk contains the salient facts on a particular subject, together with background material and suggested questions. Maintenance of a file of Army Talk and similar material published by other high commands, provides the unit I&E officer with a valuable source of possible subjects.

An easy method should be provided by which troops may express their preferences and make specific suggestions for subjects which they wish to have discussed. The Company Question Box is one such method. Suggestions submitted by troops should be evaluated by the I&E officer, and those which he considers appropriate and important should be submitted to S-3 for consideration. It is also advisable to set aside a portion of the time of one of the weekly briefing conferences for the consideration by those present of a list of suggested topics.

47. Importance of Briefing

The unit information-education officer does not in person conduct orientation training periods, except for the staff. As a staff officer, his function is to provide technical assistance to personnel from the company level who are charged with the actual orientation training of troops. The unit briefing conference is the most important means by which this technical assistance is provided. Once a week, at this conference, personnel are briefed for the forthcoming weekly orientation period, in much the way that personnel are briefed prior to a tactical operation.

The unit information-education officer should recognize the fact that the officers and enlisted men who attend have many responsibilities, of which orientation training is only one. It may be assumed that they are eager to meet their orientation responsibilities as conscientiously as they approach other training duties. They look to the unit information-education officer for an orderly and well-conceived presentation of the information, to be followed by constructive discussion. The presentation can be of this character only when the unit information-education officer has been thorough in his preparation.

48. Briefing Materials and Techniques

There is no substitute for the hard work which must go into preparation for a briefing conference. The unit information-education officer's enlisted assistant should be competent to assume part of this responsibility. Intelligent use of a well-organized information file is a normal part of the preparation of briefing materials. Officers and men who possess special knowledge of the selected topic should be called upon for assistance in such preparation. Careful arrangement of notes concerning the subject to be discussed at the briefing conference and thorough rehearsal of prepared comments are essential components of preparation. The weekly news summary and the method of presenting it to troops must be planned with equal thoroughness. Administrative details of the conference should be carefully worked out in advance; visual aids prepared and checked for accuracy and clarity; mimeographed or other materials prepared in sufficient numbers for distribution; physical facilities of the conference room inspected as suggested in section III, Techniques of Discussion.

49. Preparing "Notes for Briefing Conference"

Using Army Talk, or similar material prepared by a higher headquarters, or material prepared locally, the unit I&E officer should prepare Notes for Briefing Conference. A typical set of such notes is illustrated in figure 1.

(Obverse)

NOTES FOR BRIEFING CONFERENCE

For Troop Discussion on 16 Nov 44

"The Place of the Philippines on the Road Home."

<i>Outline</i>	<i>Notes</i>
1. Recent Philippine history	
a. Steps toward Philippine independence	
(1) Congressional act of 1934	
(2) Independence due in 1946	
b. Fall of Manila, Bataan, Corregidor, early in 1942	
c. Return of U. S. forces, 20 Oct 1944	
2. Strategic importance of the Philippines	

Figure 1

- a. From enemy point of view
 - (1) Japs need Philippines as part of lifeline between East Indies and Japan
 - (2) Philippines are important part of Japan's ring of defenses around home island.
 - (3) Loss of Philippines would be great blow to Japanese prestige
- b. From our point of view
 - (1) Retaking Philippines would give us springboard for future operations against Japan on Chinese mainland, Manchuria, and Japan itself
 - (2) B-29 raids could be increased considerably
 - (3) We would have greater sea and air control over Jap shipping between Indies and Japan
(Reverse)
- 3. Points to be emphasized
 - a. Liberation of Philippines will permit continuation of U. S. policy of eventual complete independence of the Islands
 - b. Taking of Philippines won't mean the end of the war
 - c. Strategic location of the Islands from standpoint of our future military operations against Japan
- 4. Techniques of presentation
 - a. Use of ARMY TALK map for—
 - (1) Illustrating relative distances from Philippines

Figure 1 (Cont.)

- to Japan, Formosa
Chinese mainland, etc.
- (2) Showing strategic locations of Philippines to Dutch East Indies and Japan
- b. Suggested questions for stimulating interest and discussion—
 - (1) What advantages would we give the Japs if we allowed them to remain in the Philippines
 - (2) Do the Filipinos want their independence?
- c. Some questions the men are likely to ask—
 - (1) How did the Japs take the Philippines in 1942?
 - (2) Why was Leyte picked for our first landings?
 - (3) Are all the Filipinos for us and against the Japs?

5. *Pronunciation of places and names in the news.*

Leyte (*LAY*-tay) ; Formosa (*For-MO*-sa) ; Thailand (*THIGH*-land) ; Celebes (*SELL*-eh-beez) ; Java (*JAH*-va) ; Sumatra (*Soo-MA*-tra) Budapest (*BOO*-da-pest) ; Liuchow (*Loo-CHOW*) ; Bhamo (*BAH*-mo) ; Lashio (*LAH*-shyo).

Figure 1 (Cont.)

These notes should be mimeographed and distributed at the beginning of the weekly briefing conference. At the right of the page should be ample space in which those who attend the conference may add comments. These notes, with the informal comments, will serve as a guide for each platoon commander in leading the weekly discussion with his troops.

In addition to Notes for Briefing Conference, the unit I&E officer usually jots down notes which will assist him in making adequate coverage of the subject during the briefing conference, but which are not of sufficient importance to be included in the mimeographed notes. It is important that he go to the weekly briefing conference fully prepared to handle the topic in all its aspects. He should formulate a plan for opening and leading the briefing

conference, and for apportioning the available time so that all important matters will be covered. If he is not an experienced speaker and conference leader, it is advisable for him to rehearse his complete presentation in advance, possibly using his enlisted assistant as critic. Until he becomes accustomed to the technique of conducting a briefing conference, it may be advisable for him to write out his remarks in full, as an aid to organizing his thoughts, using his manuscript only as a general guide when speaking.

50. Preparing Weekly News Summary

The information-education officer should prepare a summary of the week's news, to be mimeographed and distributed at the beginning of the weekly briefing conference. This summary should include the significant news items which occurred since the actual discussion periods of the preceding week. It should be supplemented by a summary containing last minute news, which should be distributed to discussion leaders shortly before their scheduled discussion periods.

Current news, and its relation to the sweep of events, is a common denominator of troop interest. The weekly summary should be prepared with great care and should conform to the principles discussed in section V of this chapter. It should not be a mere chronological listing of events, but should serve the following purposes:

- a. Examine and interpret the most significant news events of the week, so as to help troops understand a specific event in relation to other events, past and present.
- b. Provide troops with news which, because of space limitations or other reasons, was not reported in daily summaries.
- c. Refresh the memories of troops regarding events which have been reported in daily news summaries and by other means.

The news summary should be of such length that the reading and discussion of it will not take more than 15 minutes. Detailed accounts of events that have been adequately covered in daily news summaries should be omitted. The purpose of the weekly summary is interpretation, rather than reporting.

51. Preparing Visual Aids for Briefing Conference

As in all conferences and group discussions, visual aids should be used extensively. Maps are especially important in bringing to life the news of the week, especially during periods of war. Maps of active theaters of operation should be exhibited as an aid to news interpretation, and NEWSMAP, currently published by the War Department weekly, may be of assistance. Care should be exer-

cised to insure that a map related to a particular area is enlarged sufficiently to enable all those present to identify significant localities. Visual aids should remain covered until the time for their use arrives. More than one visual aid on display at a time is usually a distraction to the audience.

52. Briefing Conference

The conference should be conducted in an atmosphere of informality similar to that recommended for platoon discussion periods. Those present should be made as comfortable as possible and should be permitted to smoke. While the agenda should be adhered to, the information-education officer should conduct the conference in such a manner that the audience is not aware that there is an agenda. The information-education officer should be in control of the meeting at all times, and tactfully keep the proceedings within the subject and the limits of time.

It is advisable for the information-education officer to prepare an agenda for the briefing conference. A suggested agenda is as follows:

a. Four to 5 minutes for critique of last week's troop discussion periods. Brief comments may be made by the I&E officer, S-3, battalion S-3, and other staff officers who may be present and who had observed the discussion periods within the unit the preceding week. These comments should be general in character, since time is short. Detailed and constructive criticism of particular discussions may be given to the individuals concerned at another time.

b. Ten to 15 minutes for discussion of news summary. A few minutes should be allowed for those present to read the news summary which has been distributed. The I&E officer should then lead a discussion of the news summary, point by point, referring to appropriate maps and suggesting points of emphasis which may be developed during the troop discussion periods. The I&E officer should urge discussion leaders to visit the unit War Information Center prior to the weekly discussion period, in order to acquire as wide a background knowledge of the news as is possible in the time available.

c. Forty-five to sixty minutes for discussion of the current topic. Prior to the briefing conference, the appropriate Army Talk or other basic discussion material should have been distributed to discussion leaders, all of whom should have read it before attending the briefing conference. The I&E officer should now develop the subject in considerable detail using Notes for Briefing Conference as a guide. He should throw the conference open for discussion, and be prepared, from his research and study, to supply adequate

information on the topic. Methods of presenting the topic should be discussed, with particular reference to pertinent anecdotes or other discussion devices which will enliven the troop discussion periods. Suggestions should be discussed for preparation and use of visual aids, and for the use of individual officers and enlisted men who have special knowledge of the topic of the week. Those present should be urged to make informal notes on their mimeographed copies of Notes for Briefing Conference.

d. Six to ten minutes for discussion of general I&E matters. Since this is the one time in the week when all information-education personnel of the unit are together, the I&E officer usually sets aside a few minutes for discussion of information and education matters which are of interest to all officers. Sometimes he brings up two or three pending matters and reports briefly on each; for example, a report on progress of the off-duty education program, use of the Company Question Box, off-duty discussion programs, or other pertinent subjects which affect the responsibilities of all those present.

e. Five to ten minutes for suggested displays for the War Information Center. Opportunities should be provided for suggestions for improving the general character of the unit War Information Center, for relating its contents to the current topic and those which are to follow, and for coordinating company War Information Centers with that of the unit. Before the conference is brought to a close, the unit I&E officer should urge those present to conduct brief informal conferences within their respective companies, thus following the technique frequently employed in tactical briefing. In these brief supplementary conferences the topic may be explored in more detail and discussion leaders who are unsure of their knowledge of the subject or their ability to present it to troops in an interesting manner may be given assistance.

53. Briefing Systems

The unit information-education officer should organize his briefing system on the basis of local factors, such as the general level of competence of company information-education personnel in orientation matters, including their background, qualifications, and experience in conducting organized discussion. These and other factors will indicate which of the methods below is more appropriate as a standing operating procedure:

a. CENTRALIZED BRIEFING. Under this method the unit information-education officer briefs a group (or groups) comprising the following: (1) company information-education officers, (2) company information-education assistants, and (3) platoon comman-

ders, or other personnel who are to lead the platoon discussion periods.

b. **DECENTRALIZED BRIEFING.** The unit information-education officer briefs only (1) company information-education officers, and (2) their enlisted assistants. Company information-education officers, in turn, brief platoon commanders, or other personnel designated to lead the platoon discussion periods. An advantage of decentralized briefing is that it places responsibility for operation of the information and education program at the company level and makes the company commander, as represented by his company information-education officer, fully responsible for the mental training of his men, just as he is responsible for their tactical training. The decentralized system should be instituted whenever company information-education personnel are competent to handle it without decreasing the effectiveness of the orientation program.

54. Publishing Weekly Discussion Preview

Several days prior to the discussion of a topic by troops, there should be published a Weekly Discussion Preview. In units operating on a normal training schedule, it is advisable to publish this so that troops will have an opportunity to discuss the forthcoming topic among themselves prior to the weekly orientation period. An opportunity is thus provided, also, for men to study pertinent books and other material which may be available in the Army library, and to examine significant materials in the unit War Information Center.

Distribution of the Weekly Discussion Preview should be to the company level, with instructions that it be posted in the company War Information Center and remain posted until after the discussion period to which it pertains. Copies should also be provided to unit and battalion staff officers and posted in appropriate locations within the unit. The Weekly Discussion Preview is usually published in mimeograph form, with a distinctive format or color, so as to be easily identified by the men. Besides this method of announcing the current discussion topic, the unit I&E officer may arrange for spot announcements and provocative questions in his daily news summaries, and prepare similar material for use by the unit newspaper. A typical Weekly Discussion Preview is illustrated in figure 2.

55. Orientation Training for Staff Personnel

Since orientation training is mandatory for all personnel, it is the responsibility of the training officer to arrange a special period each week for the orientation training of staff officers and headquarters

HEADQUARTERS

———d Infantry

11 November 1944

WEEKLY DISCUSSION PREVIEW

At the training period scheduled for
1000, Thursday 16 November 1944,
the following subject will be discussed

The Place of
THE PHILIPPINES
On
THE ROAD HOME

* * * *

Why is possession of the Philippines strategically important?

* * * *

Will the Filipinos consider us reconquerors or liberators?

* * * *

Come prepared to discuss these and other questions regarding our latest move toward Tokyo and home. Watch for daily news summaries of the present fighting on Leyte. Visit the regimental War Information Center. Ask your company information-education officer for suggestions on books and articles about the Philippines.

Figure 2.

enlisted personnel not attending this period in the companies. Battalion and company officers and officers attached to headquarters, who have not participated in the platoon discussions, should be required to attend. The commander normally takes charge of this formation since it gives him an opportunity to discuss subjects within the scope of the information and education program with his subordinates informally once a week—just as the platoon commander normally holds orientation discussions with his men every week. If the commander desires to lead the orientation discussion during this period, the information-education officer should provide him with background material, carefully prepared; or the commander may desire that the information-education officer lead the discussion. A news summary similar to that prepared for the companies should be presented at these meetings by the information-education officer. Coordination with other staff officers is desirable, since these officers may often wish to discuss orientation subjects from the point of view of their staff functions.

56. Normal Troop Discussion Method

The normal method of conducting troop discussions is that in which the discussion is opened by a presentation of factual and background material by the platoon commander who then throws the meeting open for general discussion. He is sometimes assisted by enlisted men of the platoon who are especially competent as discussion leaders or who have a specialized knowledge of the topic to be discussed. In any case, the platoon commander is present (in a normal situation) to open the discussion period and to supervise its progress. A suggested standing operating procedure for conducting a troop discussion period is:

- a. Presentation of the news of the week, as outlined in the weekly news summary, with opportunity for questions from the troops and for brief discussion. Normally this portion of the period does not exceed 15 minutes.
- b. Presentation of the topic by the discussion leader. This normally takes about 5 minutes.
- c. Discussion of the topic by the men, the leader guiding the discussion, keeping it under control and insuring that the discussion is well-balanced with regard to coverage and expression of opinion. (See sec. III of this ch.)
- d. Summary of the discussion, normally by the discussion leader.

57. Other Discussion Methods

While the discussion method used above is standing operating procedure, there are several other methods that may be employed to

good effect on occasion. These methods are suitable for stimulating interest in the training program by means of novelty and change—always potent factors in instruction. None of these methods should be selected without due consideration of the difficulties inherent in each method, as described below. When large formations are used (company, battalion) they should normally be scheduled outside the regular orientation period.

a. **PANEL DISCUSSIONS.** The panel discussion makes use of several speakers (not more than eight) who are especially qualified to discuss the topic selected. Formations of company or battalion size are suitable in this case, although a public address system will usually be necessary for the latter. The speakers and the discussion leader sit along one side of a table facing the audience. Following a brief introductory talk by the leader, he and the speakers discuss the topic as if they were meeting in a private room. The audience, in short, eavesdrops on the conversation. If the panel speakers are relatively inexperienced, a rough working script of the proceedings should be prepared in advance. Generally, however, a group of men who have wide acquaintance with the subject and the ability to think and express themselves readily, can handle this type of discussion without referring to a prepared script. The advantage of the panel method is that differing opinions and important facts are brought into the discussion with a minimum of questioning by the leader, whose principal function should be to keep the discussion on the subject. The panel method is effective only if the speakers are above average in ability to express themselves and have a good background in the discussion topic. In order that the audience may participate in the discussion, the last 15 or 20 minutes of the period should be devoted to questions from the floor, the answers being provided by the panel speakers or the discussion leader.

b. **GUEST SPEAKERS.** Formations of company or battalion size are likewise suitable when a guest speaker is featured in the training period. Speakers should be selected for their ability to help fulfill the mission of the information and education program. The regimental or division commander, members of their staffs, or enlisted men who are experts on certain subjects can add to the prestige of the program. An address by the division commander is an event to be remembered by any battalion. Officers or enlisted men who are good public speakers and who have had combat or other special experience should be invited by the unit information-education officer to speak on appropriate subjects. If the speaker is an outstanding authority on his subject, the entire training period may be devoted to his speech. It is preferable, however, to arrange for

a question and discussion period following the speaker's prepared remarks.

c. **SYMPOSIUM.** This type of presentation is suitable for battalion, company, or platoon. It features two or three speakers, each of whom is charged with presenting a different point of view or a separate phase of the discussion topic. With 10 minutes allotted to each speaker, the remainder of the period consists of response to questions from the audience addressed to individual speakers. The symposium differs from formal debate. The debate is characterized by strong negative and affirmative points of view. The symposium presents a variety of points of view, and arrives at no formal conclusion. Formal debate is not an approved method of presenting orientation topics.

d. Regardless of the subject discussed or the method of discussing employed, no poll of opinion will be taken and no resolutions will be passed. Discussion by troops is not a legislative procedure; it is a procedure whereby American soldiers may intelligently discuss subjects with which every citizen in a democracy should be concerned.

Section V. BRINGING NEWS TO TROOPS

58. Importance of Providing News to Troops

Soldiers in the United States have almost the same opportunities as civilians to inform themselves on current happenings through the usual news channels. The demands of military duties upon the soldier's time, however, often prevent his making full use of such opportunities. For this reason, the information and education program for all troops, in the United States as well as overseas, includes the dissemination daily of news of important events as a regular and continuing part of the soldier's training. Lacking such information, meaningful discussion is impossible.

59. Where Information-Education Officer Gets News

Wherever he may be stationed, the information-education officer should supply troops with current news of the world, and with background news which gives current news perspective and fuller meaning. In the United States, there is a wide range of civilian news sources; press, radio and motion pictures provide a rich store of news, both current and background. A responsibility of the information-education officer is to select from all these sources the most important news, to evaluate its reliability, and to arrange for its dissemination to troops.

Overseas, most of the up-to-date news received by the information-education officer reaches him through channels from the War

Department. Some news continues to reach him from civilian sources, and his responsibility toward it continues to be the same as it was in the United States. His news disseminating functions, however, are simplified to the extent that all news reaching him through Army channels has been evaluated by military personnel of broad experience in civilian journalism. They have "boiled down" the total output of the principal civilian news gathering agencies, thus assisting the I&E officer in a duty which in the United States he performs largely by himself. His responsibility now consists in interpreting the news clearly to troops by news summaries, maps, and other media.

In selecting, evaluating, and disseminating the news, the information-education officer should be guided by the principles discussed in this manual and should conform to War Department directives and the policies of his commander.

60. Basis of Selecting News

Before an item of news from any source is included in a news summary or is displayed in a War Information Center, the information-education officer should consider the following factors:

Is it true?

Does it have vital importance to troops right now?

Will it contribute to broader understanding of significant events?

Does it lack any facts necessary for understanding its meaning?

Is it interesting?

a. TRUTH. The information-education officer must be certain, first of all, that the item is true, for truth must characterize all information to troops. The test of truth determines whether an item is to be used at all. When a news story is received through military channels (that is, Army News Service), the information-education officer is justified in accepting it as fact, since it originates from one or more major American news gathering agencies with established reputations for factual reliability. Army News Service brings up-to-date news to troops overseas by wireless, voicecast, and air mail. Like the editorial staff of Army News Service, the information-education officer is concerned principally with passing the news story on to troops without omitting essential facts or adding anything which distorts its meaning. To the factual account received from Army News Service, he ordinarily adds explanatory or interpretative comment when necessary. The information-education officer should be thoroughly conversant with WD Pamphlet No. 20-3.

b. IMPORTANCE TO TROOPS. The information-education officer

judges the importance of each news story by relating it to the primary areas of information outlined elsewhere in this manual. A story that falls logically into one of these areas he regards as sufficiently important for inclusion in a news summary. He further decides whether it ought to be disseminated on the day received, reserved for the over-all weekly summary, or posted for individual perusal in the War Information Center. What happened yesterday, or an hour ago, should constitute the major part of a daily summary. News that reaches him a considerable time after the event itself (such as a military operation regarding which news has been delayed for security reasons, or fresh information about an event already known) is ordinarily held over for the weekly summary or posted in the War Information Center. This policy allows daily summaries to be almost exclusively concerned with the most up-to-date news events. Often the number of timely and fresh news stories received is greater than can be conveniently handled in the daily summary. The information-education officer then asks himself, "Which of these stories ought to reach the men *today*?" Usually a story which is entirely new takes precedence for the daily summary over one which provides fresh information of a continuing event on which some news has already been disseminated. Stories judged desirable for the daily summary because they are entirely new may occasionally be reduced to extremely factual reports of a few words, and repeated with greater detail and interpretation in the weekly summary.

c. **FACTUAL CONTENT.** Limitations of time and space make skillful editing an essential part of the information-education officer's job. By judicious selection of items from the daily total of news stories, by the use of brief information-packed sentences, by "boiling down" longer stories, he provides troops with the most important facts about the most important news.

d. **INTEREST.** When overseas, troops are likely to show a deeper interest in news summaries and other accounts which are made available to them. This does not necessarily reflect to the credit of the information-education officer as reporter and editor, but only indicates that the channels through which the men formerly satisfied their individual preferences for news of various kinds are now largely inaccessible to them. For this reason, the information-education officer makes an effort to supply them with miscellaneous news such as they knew at home in newspapers and on the radio. He is careful, however, to adhere to the policy of including only the most important news events in his daily and weekly summaries. Those news items which constitute incidental news, such as news of sports and social events, are more appropri-

ate for posting in War Information Centers, and in similar outlets.

61. Why Interpretation of News is Necessary

The dissemination of news to soldiers, especially outside the United States, involves more than the reporting of facts. The press and radio in the United States provide the public with analysis and explanation of the facts, from varying points of view, as well as the facts themselves. When these channels of information are inaccessible to soldiers or can be provided only to a limited extent, the responsibility of the information-education officer for providing troops with news report becomes especially important. Wherever troops are stationed, furthermore, he has the responsibility of explaining and interpreting important current events in terms comprehensible to troops in general. The information-education officer, therefore, functions as reporter, city editor, and editorial director. He must have the reporter's traditional passion for accuracy. He must have the editor's judgment of relative news values. He must bring to news accounts that touch upon basic American beliefs, established law, or governmental policy, the interpretative skill of a good editorial writer.

62. Presenting Facts of the News

A news story can be intensely interesting or extremely dull, depending upon how the facts are presented. Inclusion of too many facts is as undesirable as the omission of any really important fact. When he reports the capture of a half dozen towns during an advance, for example, the information-education officer includes their names only if they constitute vital strategic points in the line of battle, or are otherwise of importance. In a report given to troops in one theater, summarizing the current situation in another theater, he should identify the larger commands such as Army groups, armies, and corps, and their commanders. In an operation of such dimensions, the position of a division or regiment (when known) is not ordinarily information that fits conveniently into a general summary. An exception might be made in a story devoted principally to the exploits of a single unit. As a rule, however, the presence of an Army in a certain sector is sufficient indication that its components are taking part in the action.

No fact should be omitted which will affect the validity of the story. A story which cites "neutral sources" or "an unidentified but usually reliable source" as its origin should be reported as such, if used at all, for the source is a vital part of the story in

this case, often meaning the difference between its acceptance as fact or recognition of its questionable validity.

The amount of detail to be included is governed by the timeliness and relative importance of the story. Periodic repetition of vital facts is advisable when dealing with new developments of a continuing story, such as the day to day progress of an extensive military operation. Sometimes the facts of fresh news can be clarified in no other way.

63. Explaining What Facts Mean

Facts alone constitute only a part of the news. In fulfilling his responsibility, the information-education officer should clarify those facts by explaining their meaning. Facts which are obvious or self-explanatory to him may not be to many of the men. All his news reports, therefore, should contain clearly stated facts, accompanied by whatever explanation of them he deems necessary for adequate understanding. The explanation may be included in the news story received by him, but ordinarily he finds it necessary to add some explanatory material before passing the account on to the troops. If he combines reports of an advance of 10 miles on one front and one of 100 yards on another, the facts alone may not tell the story. Perhaps the 100 yard advance was a more significant gain than the longer one, and only by explaining the circumstances is this likely to be understood.

64. Opinions in News

In the principles governing discussion outlined in an earlier chapter, information-education officers are instructed to present affirmative conclusions in discussions touching upon ideas basic to the American tradition, upon the policies and laws of government, or upon matters of military command. Much current news deals directly or indirectly with these matters. With such news, the information-education officer should relate the factual report to the basic idea or policy concerned. The significance of many news stories may often escape notice otherwise. A news story containing reference to the policy of unconditional surrender of the enemy, for example, may lack full meaning for troops unless the reporting of it includes a reminder that unconditional surrender is an official policy.

The Army desires that soldiers should receive news from sources other than those officially provided. Wherever stationed, men are encouraged to improve their comprehension of world affairs by consulting all sources of information that may be available. Books, magazines, newspapers, and other materials repre-

senting all shades of opinion on all matters, are procurable on the initiative of the individual, just as they were when he was a civilian. The information-education officer should encourage soldiers to utilize whatever news sources are available in addition to those which he can provide. The Army's purpose in operating its own news facilities is to insure that news reaches all soldiers all of the time, rather than to create a monopoly.

The interpretation of a news story as presented by the information-education officer may differ from the account of it in civilian newspapers or other sources. The information-education officer should never claim that his interpretation is the infallible one, or that it should be accepted to the exclusion of variant interpretations. Such differences of editorial opinion in themselves may contribute to the mental training of the soldier. By welcoming discussion, the information-education officer can often promote a more intelligent and objective understanding of the news, and a sounder realization of the meaning of freedom of the press.

65. Mechanics of Daily News Dissemination

a. DISTRIBUTION OF WRITTEN DAILY SUMMARY. The hour of the day at which the daily news summary is disseminated is determined by the local commander, in the light of available facilities for receiving and distributing the news. In general, news is summarized at the beginning of the day, and disseminated to troops before noon. In fixed installations where public address systems are available, the news is usually announced by this method, to reach troops while at mess or when they are gathered together for other purposes. In any case, the daily summary should be published in printed or mimeographed form and distributed to companies (platoons), and detachments, where it should be immediately posted. Where a public address system is not used, it is common practice for the news summary to be read to troops at formations, or in the normal breaks in the training schedule.

In publishing the news summary, it is suggested that a standardized format be used, with distinctive heading or other device which will readily identify the publication. The text of the summary should be divided into appropriate subjects, each subject with a heading. Paragraphs should be short and crisp, and should be indented, so as to facilitate reading. The reverse side of the sheet frequently is used for the inclusion of map sketches and other information which points up the news items, the summary of which provides background news in general.

b. DISSEMINATION OF SPECIAL NEWS BULLETINS AND FLASHES. Daily and weekly summaries represent the normal coverage given day to day happenings. For the most part, they are adequate for

keeping troops informed of important events. Occasionally, however, news of great urgency is received after the daily summary has been published. Rather than allow troops to remain unaware of such news items until the following day, the information-education officer should follow the familiar journalistic custom of putting out an "extra" or broadcasting a "flash."

Section VI. WAR INFORMATION CENTER

66. Purpose and Scope of War Information Centers

In a stable situation, the maintenance of War Information Centers is one of the major responsibilities of the unit information-education officer. In addition to the unit War Information Center, a War Information Center should be maintained in each company. The company center takes its theme from the unit center and should be closely coordinated with it. Its maintenance is a responsibility of the company I&E officer.

The War Information Center is an integral part of the information and education program. It supplements and reinforces the other major responsibilities of the I&E officer; namely, weekly orientation discussion periods and preparation for them, the preparation of news summaries, and the off-duty education program.

The unit War Information Center is part of a coordinated plan of War Information Centers, extending from the division down through the companies. The division commander, through his G-3 and I&E officer, may desire to establish an information theme running through all centers within the division. This theme is changed frequently, to meet current conditions. When the division is in garrison or in training, the regimental center can be readily coordinated with the division center, and company centers coordinated with that of the regiment. Each type of center, however, while part of an integrated plan, has an identity of its own. It reflects the interests of the men for whom it is provided and the ingenuity of the I&E personnel in that echelon.

67. Physical Characteristics

War Information Centers should be located at points which are readily accessible to the men whom they serve. They may be both indoor and outdoor. They should be as comfortably furnished as circumstances permit, and afford an attractive invitation to men to spend their leisure time increasing their knowledge in various aspects of the war and its background. In companies, they are normally located in day rooms, or in an outdoor location in the company area. Even outdoors, facilities should be provided, so far

as possible, for men to relax and sit down; and all materials, especially maps, should be protected against weather.

War Information Centers accomplish their mission not by their physical beauty and complexity of design. They are successful only as they meet the interests and needs of the men, and present information in such form that the men comprehend what the information contains. A small, simple center is sometimes more effective than one on which much time and manpower have been expended. The skill of the I&E officer, whether he be primary duty and responsible for the unit center, or additional duty and responsible for the company center, is measured by his success in acquiring materials for the center, his selection from among available materials, and his ability to make the center at all times a well-balanced presentation. Certain materials are normally available through military channels; others may be procured locally, frequently through the interest of men who make contributions of maps, books, clippings, etc.

68. Elements Common to War Information Centers

The elements which are found in most War Information Centers, the quantity and emphasis varying from time to time to meet current factors, consist of (1) news; (2) maps; (3) information pertaining to the current orientation discussion; (4) background materials, relating to the six primary areas of information; (5) off-duty education materials. Some of each of these elements should be present in a War Information Center whenever practicable.

a. SELECTING AND POSTING NEWS ITEMS. The simplest and most effective method of displaying news items is to use the daily and weekly news summaries, which are in themselves interpretations of the news and to relate the individual items in those news summaries to appropriate locations on maps. This may be done by posting the news summary adjacent to a map and running colored string or yarn from each item to a point on the map; or each news item may be extracted from the summary and posted in the appropriate place on the map. A refinement of this is to place each news item (taken from the summary) on the table or counter below the appropriate map, and connect the map point to the item by a string. This latter method can be improved by cutting out related headlines, photographs, and maps from newspapers and pasting them on sheets of paper together with items clipped from the news summaries.

News stories from enemy and neutral sources should not be used in the War Information Center unless they are clearly identified as to source. Even then they should be used with caution.

News stories posted in War Information Centers should not be

confined to the headline type of news. Many news stories and features, found in inside pages and in feature sections and supplements of commercial newspapers, provide interesting background material. These should be clipped, when they are appropriate, and posted so that they are coordinated with current news and with other materials in the center.

News clippings should be kept current. The hour and date of posting should be clearly inserted at the top of the clipping, and clippings should be removed as soon as they become outdated.

b. **TELLING THE STORY WITH MAPS.** Maps should be used extensively in the War Information Center. They bring home to the soldier the wide scope of military operations, in which he plays such an important part. Battle lines, phase lines, and other data which make a particular map or portion of a map interesting to the soldier should be added, and the map should be related to the news.

There is no all-purpose maps. It is impracticable to picture the entire world on a single sheet of paper with any degree of accuracy. The best that can be done is to show the world in one of the commonly used projections; then by other maps, to point the interest of the soldier to particular areas which are shown in some detail; and further to show him a detailed map of a particular area.

(1) *World Maps.* The nearest thing to an ideal map for a War Information Center would be a huge, highly detailed world globe. But the impracticability of procuring, transporting, storing, and protecting such an item is obvious. However, every center should have a small globe, when practicable. Although a globe has the advantage of showing the true shape of the world, it has the disadvantage of allowing only a part of the world to be seen at one time. A compromise is to have a mercator projection* of the globe on a flat map. Such a map should be supplemented by a North Polar projection to help offset the great distortion occurring at the poles. This is becoming particularly important because so many air routes cross the Arctic circle. The world map should have a scale of from 1/10,000,000 to 1/40,000,000.

(2) *Area maps.* These maps should cover the areas that have been involved in active operations, and be large enough to show general battle situations. Their scale should be from 1/4,000,000 to 1/10,000,000.

*The most common projections of the world as one continuous area are the mercator, homolographic, sinusoidal, or semielliptical. Each of them has areas of great distortion. The mercator is usually correct at the equator and distorted at the poles, but it is the only projection which fills out an entire rectangle and has all longitude lines perpendicular, as most people have learned to think of a map.

(3) *Detail maps.* Maps showing greater detail are necessary to show specific battle actions. The scale of these maps should permit showing movement of only a few miles, and should show most place names which are mentioned in communiques. Maps on which can be shown specific action on a small island or around a city should be of a scale from 1:200,000 to 1:100,000. The tactical map of the local area might be from 1:5,000 to 1:62,500.

Other considerations in the selection of maps are color, legibility, surface, toughness, waterproofing, resistance to warping, buckling, and fading. Outline maps, on which specific locations can be filled in from a gazeteer, are often of value. In any map display it is important to relate the maps to each other by indicating the outline of the area covered by the large-scale maps on the surface of the small-scale maps.

c. In addition to relating the maps to each other and relating the news to map locations, the surface of the map itself can be made to talk.

(1) *Battle lines.* The clearest method of showing which side controls an area is by means of a line on a map. Because this line moves as the fighting progresses, it is necessary to devise a flexible means of presenting the line. A simple method is to color the map as new ground is taken, or to stick map pins, common pins, or thumb tacks along the line. Such a line stands out more clearly when colored string, yarn, or ribbon is added.

Another method is to cover the map surface with cellophane, acetate, or other transparent material. This makes it possible to mark on the map with grease pencil (China marking pencil), which can be easily rubbed off when the line has to be moved. A similar surface can be prepared by shellacking or varnishing the map, but this should only be done when it is not necessary to move the map or when the map board can be moved. Paint makes the map too brittle to roll or fold.

Sometimes the battle action is so fluid or undefined that a line would present an inaccurate picture. It is better, in that case, to show locations of opposing forces by means of colored pins, flags, or arrows. This system is also useful for showing the possession of small islands.

When a battle line or position is shown, the date and hour at which it was posted should also be shown.

(2) *Phase lines.* A battle line has more meaning when it is related to the line as it existed a few days, weeks, or months before. The lines which show this relationship are known as *phase lines*, posted weekly, monthly, or at other appropriate intervals. Intervals shown by phase lines depend upon two factors: the scale of the

map, and the rate of movement of the battle. In any case the date of the phase line should be clearly indicated. Certain major phase lines should appear on the map of the world, such as, the line of farthest advance of enemy aggression. Phase lines will stand out more clearly if a different color is used for each line or if the areas included in the various phases are of different colors. A key to the meaning of the colors should always be shown near the maps.

(3) *Use of signs, symbols, and colors.* The names and positions of major units and their commanding generals should be shown when they are known and when security will not be violated. Arrows of various colors and sizes should be used to indicate current action. Flags or other national symbols may be placed on a map to show the home country of the forces involved. Symbols of planes, tanks, ships, and men may be used to make the action more clear.

d. **SAND TABLES AND MODELS.** The most effective method of showing relief features is by means of a sand table or other form of model. While this method is costly in terms of personnel and time required, it is an effective way of describing to troops the nature of the ground on which an action has been fought or may be fought. Sand tables should be coordinated with the map of the area, so that troops will clearly see how a particular sector of the terrain relates to the larger operation.

e. **RELATING CENTER TO ORIENTATION DISCUSSION PERIODS.** One of the primary purposes of a War Information Center is to provide background information to troops on the topic which will be discussed at a forthcoming orientation training period, and to give them more information than can be developed during the discussion. Both unit and company War Information Centers should contain adequate maps and other materials, changed from week to week, which give a wide range of information on the current topic. This is of particular value at the company level, where the center is visited daily by the men. If the topic for the week is used uniformly throughout the division, a portion of the division Center should also be built around this theme. Materials and suggestions for these displays should be sent to units by the division I&E officer and to companies by the unit I&E officer. These should be supplemented at each echelon by materials devised locally, frequently including clippings and photographs provided by the troops themselves. The challenge to the company I&E officer is to make his display, which is the one which all the men of his organization will see, the most meaningful of all those in the regiment. The topic may be dramatized in the display by the use of key questions, hand-lettered, and placed in strategic positions. Maps should be well posted; no device should be overlooked to give the discussion topic

a stimulating quality. Books and other types of reading materials bearing on the topic, so far as available, should be accessible to troops in at least the unit Center.

f. OFF-DUTY EDUCATION PROGRAM. War Information Centers at all echelons should always include materials related to the off-duty education program. Racks or tables should be provided, where practicable, on which are displayed copies of the USAFI catalog and, at the unit level, specimen copies of some of the more popular textbooks. Education posters issued by the War Department should be supplemented by posters made locally. Photographs of men engaging in the education program should be used. In the unit Center, reports of enrollments and courses may be announced; a list of the education personnel may be posted. The many advantages of study, both for current needs and as insurance against the future, may be emphasized by signs and special displays. The unit Center should contain a phonograph and sets of language guides, so that men may congregate in the evenings and study the elements of appropriate foreign languages. Copies of the GI Roundtable series of discussion pamphlets should be displayed, with an explanation of the procedure to be followed by those who wish to form off-duty discussion groups.

69. Suggestions for Improving War Information Centers

Current issues of magazines and Special Services Council Books should be available, when possible. A radio is an especially desirable feature of the War Information Center, and should be procured where possible.

In the company War Information Center, a separate bulletin board may be maintained for interesting items which are not germane to the information and education program to include clippings from home town newspapers, letters, and other items of personal interest. It is the responsibility of the company I&E officer to insure that proper use is made of the company War Information Center, that interesting material is on display, that displays are changed frequently, and that items which are not germane are excluded.

In each company, the enlisted I&E assistant should be charged with the maintenance of the company War Information Center and with checking frequently to insure that the battle lines and phase lines on the company maps correspond with those posted in the unit center. Other men of the company may be called upon to assist in various ways.

70. Outdoor Displays

Sometimes circumstances are such that there is no suitable place available for an indoor War Information Center. In that case, an outdoor center should be constructed which is large enough to contain at least the minimum requirements of an indoor center. Display boards should be shielded from the weather by eaves, and by coverings of canvas or similar material; maps should be weather-proofed.

71. Bulletin Boards

An important part of the coordinated plan of War Information Centers is the erection and maintenance of bulletin boards at strategic locations throughout the post and unit, so that wherever men go they are able to acquire information about the war. Suitable locations for bulletin boards include: outside the orderly room (or tent); in the mess hall where men can examine them as they line up for mess; the barber shop, exchange, service club, officers' club, mail rack in a headquarters, public telephone booths, bus station, dispensary, library, outside the theater, and similar appropriate places where men are likely to pause.

The main feature of an information and education bulletin board is NEWSMAP, or some comparable map. NEWSMAP is published weekly by the War Department, is republished by theater commanders, and is distributed down to the company level. The bulletin board should also contain information about the unit War Information Center, and other appropriate material which will serve to stimulate interest in unit and company Centers.

72. Mobile Displays

The unit information-education officer should plan for the construction of mobile displays for occasional circulation throughout the regiment. This is especially desirable when elements of the command are separated and spread over a considerable area, making it impracticable for many men to visit the unit War Information Center regularly. Isolated detachments, gun crews, small training units, and similar elements should not lack information because of physical separation from the parent unit. The more isolated they are, in fact, the greater is their need for information. The use of mobile displays need not be confined to isolated elements of the command. Even in garrison the occasional routing of an interesting display throughout the command serves to supplement the company Centers and arouse increased interest in the unit Center.

73. Preservation and Care of Maps

Maps should be handled with care, and unhurriedly. A torn edge is the beginning of the end of a map. They should be packed flat, when feasible, face to face with a piece of plain paper inserted ("slip-sheeted") between two facing maps. If flat packing is impracticable, they should be rolled and inserted in a tube, or wrapped in a strong piece of paper. The edges should be kept even, and the map roll should not extend beyond the container. The engineers will provide on requisition, when available, metal tubes, 4 inches in diameter and 39 inches long, for transporting rolled maps. If a metal or cardboard tube is not available, tubes can be improvised from 81-mm shell cases by knocking out the ends and riveting or welding the edges. A further protection is to roll the map around a wooden or metal cylinder, which will serve as a core and prevent crushing.

Maps should be stored in a dry place. If stored flat, the edges should be even, and strips of colored board or paper inserted in the stack to identify the titles. If rolled, the rolls should be stored in pigeon holes which are deeper than the map roll, and the contents identified by labels above or below the pigeon hole.

Except when meant for permanent display, maps should not be pasted or glued to boards or walls. Nails, tacks, or staples should be used, in which case a small piece of heavy paper or cardboard should be placed under the head of each nail or tack. Strips of adhesive tape may also be used for fastening to a wall. If the display is to remain posted for a considerable time, or if people are likely to brush against it, the edges should be overlapped with strips of cardboard, heavy paper, or cellophane.

Maps which are subject to considerable handling may be strengthened by mounting on light canvas or cheesecloth. The cloth should be thoroughly glued; then the map should be impressed firmly on the glue and all wrinkles smoothed out with a hot laundry iron or similar instrument.

Section VII. OFF-DUTY EDUCATION PROGRAM

74. Scope of the Off-duty Education Program

Through the information-education program, men are offered a wide variety of courses, either as individuals or in off-duty classes. Short courses are available in radio, auto-mechanics, mathematics, English, accounting, typewriting, blueprint reading, physics, and many other subjects which have military value. Elementary instruction is available in more than 30 languages and dialects. For

the soldier who wishes to advance in his civilian educational program, long-range courses are provided which enable him to apply for school and college credits. Men who look forward to particular vocations, trades, and businesses after the war have a chance to study certain aspects of these subjects, with the guidance and help of the information-education officer and his advisers.

Off-duty education is neither a formal training program nor is it mandatory. The opportunities in the program should be made available to all officers and men at all times except during basic training. Whether or not these opportunities are used depends upon the desires of the individual and his opportunity for study.

75. Responsibility of Unit Information-Education Officer

The staff planning and supervision of the education program within his unit is a function of the information-education officer. He need feel no qualms about his lack of educational qualifications, if such be the case. It is not necessary that he be a professional educator; only that he study carefully the official publications on Army education and that he use his staff skill in discovering within his organization those individuals competent to assist him in the technical aspects of education, and in using their advice and assistance.

76. United States Armed Forces Institute

The United States Armed Forces Institute is an official operating agency of the education program. It is organized under AR 350-3100. It is also an official agency of the Navy (including Marine Corps and Coast Guard), and its services are available to all personnel of the Armed Forces. Materials for Navy, Marine and Coast Guard personnel are available, however, only through their own channels. Information-education officers in amphibious and other mixed commands should cooperate closely with Educational Services Officers of the Navy to their mutual benefit.

The indispensable tool of the information-education officer in the education program is the USAFI catalog, within the continental United States, or the USAFI Branch catalog overseas. These catalogs are official publications of the United States Armed Forces Institute. Supplements are issued periodically. The catalog (with supplements) contains the basic technical information on the education program, including lists of courses, fees, procedures for enrollment, suggestions on how to study, grading of papers and the award of certificates, procedures for requesting academic credits, and lists of textbooks. There should be an ample supply of USAFI catalogs in the office of each information-education officer. A copy should be available for each soldier interested in the education

program for him to examine, or to retain; and copies should be placed in the hands of appropriate staff personnel, including the special services officer, chaplain, public relations officer, editor of the Army newspapers, librarian, and Red Cross representative.

77. Types of Educational Opportunities

The types of educational opportunities available to officers and men are as follows:

a. INDIVIDUAL STUDY COURSES. These are of three kinds: USAFI Correspondence Courses, Self-Teaching Courses, and University Extension Correspondence Courses. The approval of the organization commander is required for all enrollment of enlisted personnel in any of these three types.

(1) *USAFI Correspondence Courses* are administered in much the same manner as courses of the leading correspondence schools in civilian life. The student enrolls in the course and receives a packet containing all lessons of the course. These he accomplishes one by one, mailing each to USAFI or its nearest branch. The graded lesson is returned to him by USAFI. In the case of some courses, he will receive an application for an end-of-course test. This he fills out and, in the case of an enlisted man, has signed by his company commander (or representative), and returns with one of the last lessons of the course. The end-of-course test is sent to his company commander (or representative), who designates an officer to administer the test (or, in the case of an officer-student, to an officer whom he designates to administer the test). Upon completion of the test all papers are returned to USAFI, or branch, for grading. In the case of some other courses, when he has completed all the lessons in the course and they have been graded by USAFI, his grade for the course will be determined by averaging the grades which he has received on the separate lessons. A Certificate of Completion is sent to the enlisted student through his company commander, assuming he has successfully completed the course. The student may then request that credit be given him, as explained in paragraph 87. With his request for enrollment, the student submits \$2.00 (overseas or in the United States). This entitles him to all USAFI services, including as many courses thereafter as he desires, so long as his work remains satisfactory. He can enroll in only one course at a time, except under unusual circumstances. It is understood that he will keep up with his studies, so far as his military duties permit, and that he will submit lessons at reasonable intervals.

(2) *Self-teaching Courses.* These are designed primarily to meet the situation where a student has not ready access by mail to

USAFI. Most of these courses are complete in one textbook (or packet), including problems and answers. The student teaches himself and verifies his answer without reference to an instructor. The value he gets out of the course depends largely on how scrupulous he is in working out the problem without reference to the answer. Upon completion of the course (textbook), he may apply for an end-of-course test, following the procedure outlined in (1) above. Upon satisfactory completion, he is eligible to receive the same kind of Certificate of Completion. The \$2.00 enrollment fee is required for the end-of-course test if he has not previously enrolled in USAFI. Otherwise no further fee is required.

(3) *University Extension Correspondence Courses.* These are courses offered by leading universities and colleges. In many instances the student has a choice of several colleges offering the same course. The enlisted student enrolls with the college through USAFI; the officer student enrolls direct. Once enrolled, the student and college work directly with each other. Upon completion of the course, the college sends the examination papers to the company commander who arranges the examination as in (1) above. The completed examination is sent to the college by the examining officer, and the college arranges credit and sends official notice to the student. In brief, USAFI serves only as the coordinating agent of the college and the student, to provide information and enrollment facilities. University extension courses vary in price. USAFI and each of its branches has the scale of prices.* The student pays half the cost of the course and the Government pays the other half (with the stipulation that the Government half will not exceed \$20).

b. **CLASS INSTRUCTION.** Classes may be organized in any subject for which an appropriate textbook is available and for which there is a competent instructor. USAFI furnishes without charge special textbooks (education manuals) in a large number of subjects on high school, technical school, and college levels. It also furnishes group instruction materials, including phonograph records, for more than a dozen basic language courses, and for a course in Basic Radio Code. Group instruction is also available at the introductory level in foreign languages, using materials distributed by The Adjutant General. Textbooks in other subjects may be obtained through other sources as desired, and as funds are available. In some subjects, student textbooks are not needed; in some instances a single textbook, or teaching guide, for the instructor may be sufficient; and in some instances, arrangements may be made for an

* Lists and prices of University Extension Courses are published in War Department Pamphlet No. 20-4.

officer or enlisted man who is an expert in the subject to prepare his own instructional material. Technical Manuals, procurable through The Adjutant General, are also available in a wide variety of technical military subjects. Textbooks used in USAFI Correspondence and Self-teaching Courses may also be used for class instruction. USAFI Correspondence Course textbooks may be used in class whenever they are obtained through individual enrollment. Textbooks pertaining to Self-teaching Courses, since they are education manuals, may be requisitioned by the information-education officer. No fee is required for enrollment in a local class, except such fee as the local commander may require to cover the operating cost. Students completing a subject through study in a class, may request end-of-course tests without charge, as outlined in *a*(1) above, providing USAFI has a test in that subject. A list of available end-of-course tests is on file at USAFI and branches.

78. Types of Instructional Materials

Textbooks, instructional guides, and other educational material published by the War Department (except certain types of Foreign Language textbooks) are designated as Education Manuals, and are numbered, according to subject, in series and subseries. Education Manuals may be requisitioned from USAFI and its branches, in accordance with current War Department directives. USAFI Correspondence Courses, however, are not Education Manuals, but are numbered as courses by a separate system, and are available upon individual application to USAFI and its branches. Foreign Language Guides (Introductory Series) are Technical Manuals in the TM 30-300 series, and are obtainable through adjutant general channels.

79. Individualizing the Off-duty Education Program

It is not enough that the officer or enlisted man enroll in a course. The measure of success of the education program is not the number of enrollments but rather the number of individuals who study with a directed purpose, and who successfully complete courses. The information-education officer should insure that only men who are really interested and who have a legitimate reason for participating—even though it be only mental recreation—enroll in courses. He must give all men who desire it advice in enrolling in courses which will sustain their interest and, usually, lead to some educational or training objective. He must be continually on the alert to follow up enrollments and render all assistance possible to officers and men who are discouraged, or who need technical assistance. There are few officers and men in the unit who do not

possess a personal ambition to advance in their careers, either military or civilian. The educational advising which the information-education officer provides should recognize these ambitions and satisfy them, so far as practicable, with well-selected individual courses, or through class instruction. He has an opportunity to make a real contribution to the future of most of the men of his unit through careful planning and intelligent and persistent efforts.

80. Planning the Off-duty Education Program

In planning the education program, the first step is to examine the unit personnel records (WD AGO Forms 66-1, 66-2, and 20) and list the names of officers and enlisted men who are qualified to assist in the technical aspects of the program. A roster should be maintained of personnel qualified to—

a. Serve as volunteer instructors of off-duty classes, listing the subjects in which each officer or man is qualified. These instructors have usually been principals of high schools, or teachers in high schools or colleges.

b. Serve as enlisted company educational assistants, in addition to other duties. While it is desirable that these men have experience as educational administrators or instructors, the essential qualification is that they have good educational background and an interest in the education program. They may be the same individuals as the instructors, or the same as the company information-education assistants. In any case, they should be men who are known and respected in their companies.

c. Serve as unit educational adviser, with qualifications described later.

81. Appointing Additional Duty Education Personnel

After the search for qualified personnel has been completed, a recommendation should be presented to the unit commander that the selected individuals be appointed as unit instructors, company educational assistants, and unit educational adviser, and that the appointments be announced in special orders. Prior to their appointment, each should be interviewed, with approval of his company commander, to insure that he is interested and qualified.

The duties of the Company Educational Assistant are largely administrative. He should be the company repository of all available information about off-duty education, should have available USAFI catalogs and administrative forms, should maintain records of enrollments, and prospective enrollments and course completions within the company. He should confer with each enrollee as frequently as his judgment indicates is needed, to insure

that the enrollee is still interested and is continuing his studies. He should be available for the educational advising of those men who need advice on the courses best suited to their educational experience and their plans for the future. Technical problems which cannot be solved within the unit should be referred to the information-education officer of the next higher echelon. The company educational assistant is responsible for seeing that proper distribution and display is made of bulletins and notices published by the unit information-education officer. He should receive and forward suggestions from men who wish formal classes or study groups organized in subjects which are not available through USAFI. He represents the unit information-education officer in technical education matters within the company. Administratively he serves under the company information-education officer, who should be responsible for insuring that the education program does not lag.

82. Unit Education Council

Company educational assistants and the unit educational adviser should comprise the unit education council. Except during maneuvers, combat, and comparable periods, meetings of the council should be held at least twice a month in off-duty time. The unit I&E officer should ordinarily be the president of the council. It is likewise advisable, particularly in units conducting extensive and diversified educational activities, for company I&E officers to be members of the education council. Typical of matters appropriate for consideration at meetings of the council are:

- Summary reports from companies on enrollments, disenrollments and course completions.
- Discussion of new administrative policies and procedures.
- Problems relating to the educational advising of students.
- Plans for organizing classes, selecting instructors, arranging facilities, and procuring instructional materials.
- Plans for informing the command of the progress of the education program, and for coordinating desired publicity with the public relations officer.
- Recommendations to the unit fund council for procurement of educational materials and supplies.
- Plans for educational tours and other special projects.
- Plans for ceremonies for award of Certificates of Completion.

83. Determining Educational Needs

The company educational assistants having been appointed, the next step for the unit information-education officer is to determine the educational needs and interests of officers and men and to plan

for the satisfaction of these interests. First, a meeting of the Education Council should be held at which the scope of the USAFI program is reviewed, questions are answered, and the company educational assistants told their responsibilities. Each company assistant should be given an ample supply of USAFI catalogs, forms, and other administrative material as distributed by USAFI or its nearest branch. Also, an Educational Interest Survey Form should be developed and reproduced, and a small quantity given to each company assistant. (See fig. 3.)

A request, approved by the unit commander, should then be made of each company commander for the unit information-education officer to appear before his organization at some appropriate time for a brief talk on the education program. Or this talk may be given by the company information-education officer, except that the unit information-education officer is probably more familiar with the merits and operation of the program. This brief talk should include a statement to the effect that the company educational assistant (by name) is ready to assist all those interested in their education problems. It should be followed from time to time during formations by brief reminders or announcements by the unit or company information-education officer.

84. Creating an Interest in the Program

During the time that he is making the rounds of the companies, and as soon as practicable, the information-education officer should arrange to have information about off-duty education published through the various information media available in the unit. He should prepare an article for the unit, or post, newspaper, requesting the assistance of the editor if he feels himself unskilled in this type of writing. He might arrange with the special services officer for an announcement on the screen between pictures at the post theater. The daily news summary might occasionally carry a line or two about the education program, somewhat similar to a sponsor's announcement on commercial radio. He should prepare and arrange with S-1 for distribution of an announcement for company bulletin boards. He should insure that educational materials are on display in the War Information Center. A poster, prepared in decorative style by an artist in the unit, might be displayed in such focal points as the post library, officer's club, service club, and post exchange. The use of most of these media require the approval and cooperation of other officers, and particularly the approval of the unit commander.

One of the most effective ways in which the unit information-education officer can stimulate the off-duty education program is

EDUCATIONAL INTEREST SURVEY FORM

Name	Grade	Serial Number
Station	Organization	Date
Principal Military Occupation		

1. *School Preparation.*

- Highest grade attained in elementary school — in high school —
- Years in college — Degrees held — Were you in ASTP?
- Major field of study in college —
- Do you wish to continue your education and obtain a high school diploma? — A college degree? —

2. *Civilian experience.*

- Principal civilian occupation (job) —
- Do you anticipate returning to this (job) occupation? —
- If not this occupation, what do you anticipate? —

3. *Educational opportunities* (consult a USAFI catalog).

- U.S. Armed Forces Institute (correspondence or self-teaching courses) List below the courses you would like to take in order of preference:
— — —

b. Class Instruction: List below the subjects you would like to study in the order of preference:

c. Study Groups: Would you like to be in an Education Study Group with men interested in the same work that appeals to you? For example, a Railroader's Study Group. Name the subject that interests you —

d. Off-duty Discussion Groups. Would you like to join one or a series of discussions on subjects of general interest? If so, what subjects would you like to have discussed —

- Could you assist in an educational program by teaching a class, or taking charge of an Education Study Group? —
If so, what kind? —

Note. If you have suggestions as to an off-duty education program, or wish to supply additional information, write on the reverse side of this form.

Figure 3.

for him to arrange for a quiet, comfortable, and well-lighted room (or tent) in which individual students may gather and study during their leisure time. This study room should be under the supervision of an officer or man who has sufficient educational background or experience to enable him to render assistance to those who are studying. Experience shows that the provision of such a study room, even though simply furnished under field conditions, will stimulate the education program as much as any other single action taken by the information-education officer.

The most important activity in developing the education program is personal contact by the company educational assistant. He should make every effort to interview each man in the company, explain to him the opportunities offered by the education program, obtain data for the Educational Interest Survey Form, arrange for educational advising where requested, and enroll those qualified men who wish to become students.

By using initiative, he can talk with men at mess, between formations, and at other informal moments; a casual word or two will often be enough. His efforts should not be directed merely to enrolling students and thus making a company record; it is important that each man enrolled be aware of his opportunity and of his responsibility to complete the course if he wishes to add to his knowledge or skill, and receive credit. It is better to have 10 students enrolled with a serious purpose than 20 who merely pay \$2.00 on impulse. Nor should the names of enrollees be posted on the company bulletin or given other publicity unless they so desire. Such procedure smacks of high-pressure salesmanship and may be embarrassing to the student. Once the student has completed a course, announcement of his accomplishment is appropriate. The weekly score by platoons might be posted, provided names are omitted. The same policy is recommended for the regiment. Comparative scores of company enrollments might be posted from time to time or published in the camp newspaper; but even more effective is the posting of comparative scores of courses completed.

As he interviews men of his company, the educational assistant should ask each one who shows interest to fill in an Educational Interest Survey Form; or provide the data which will enable the educational assistant to fill it in. These forms represent the "prospect list" of men who may desire enrollment at a later time.

85. Satisfying Particular Interests of Troops

Classes need not be limited to the subjects and texts listed in the Standard Text section of the USAFI catalog, nor to the courses and materials in USAFI Correspondence and Self-teaching

Courses. A course may be built around any subject in which sufficient number of men are interested and which does not require unavailable equipment—provided the four requisites mentioned above are present: qualified students, competent instructor, adequate textbooks or teaching material (if any are necessary), and facilities.

One of the most appropriate subjects for class study is a foreign language. The War Department publishes Foreign Language Kits (Introductory Series) in a wide range of languages and dialects. USAFI Certificates of Completion are not given for this type of instruction.

Another type of group education is the Study Group, which is a series of informal meetings under the guidance of an expert, during which a professional or vocational subject is studied and experiences are exchanged. A group of fire underwriters, or advertising copy writers, or lawyers, for example, meet periodically, review current literature in their respective fields, consider professional trends, discuss professional cases, solve hypothetical problems. No USAFI services apply to study groups, except that, at any time, a soldier may request of USAFI a Subject Test in the subject in which he is interested, provided USAFI has a test available in this subject. Such a test, successfully completed, may become the basis for academic credits. At USAFI and its branches are lists of subjects in which tests are available.

Still another type of education develops out of the off-duty discussion groups. Off-duty discussion groups differ from study groups in that they are concerned with subjects of broad general interest, whereas study groups are designed for continuous and more detailed consideration of subjects of vocational, technical, and professional interest.

If the unit is stationed near a city where civilian educational facilities are available, the commander, within the limits of local military policy, may permit interested officers and men to take courses at schools and colleges. Fees in such cases are usually adjusted to military pocketbooks, and should be approved by the commander. Nearby civilian facilities also make it possible to obtain the part-time services of a civilian instructor, where no competent and available military instructor is available for the subject, and when approved by the commander.

The alert information-education officer will formulate other types of programs which will enhance the values in off-duty education. These may include such projects as tours to nearby communities where students may have an opportunity to visit institutions or operations which will aid them in understanding the sub-

jects which they are studying. Series of lectures on certain subjects may be arranged within the unit, using qualified military personnel as lecturers, or making arrangements for civilian experts to visit the unit for this purpose.

86. Maintaining Educational Records

It is essential that careful records be maintained by the information-education officer. These need not be elaborate. The following records are suggested:

1. Stock and inventory record. A simple stock control system should be developed, and supplies replenished without delay. The regimental I&E office should carry only limited supplies of textbooks, since unit transportation facilities are at a premium.

2. *USAFI enrollments—by units. (See fig. 4a.)

3. *USAFI enrollments—by course. (See fig. 4b.)

4. *Summary record of total enrollments and completions.

5. List of enrollments other than Army, with appropriate data.

6. *List of applications for enrollment forwarded, with amounts of payments.

7. *List of applications for examination or accreditation service.

8. List of available instructors, by subject and organization.

9. Class schedules, with appropriate data.

EDUCATIONAL RECORD FORMS

UNIT _____				
Name	Course	Date begun	Date ended	Remarks

Figure 4a.

COURSE _____						
Name	Grade	Unit	Date begun	Date ended	Exam	Remarks

Figure 4b.

If student fails to complete course or take examination, line out appropriate columns in both forms and explain under "Remarks." Indicate in upper right corner of figure 4b whether self-teaching, correspondence, or university extension, or class.

Those items marked with asterisk are suggested also for the company educational assistant, with appropriate changes. The illustrations of certain of these records are suggestions only; the information-education officer should determine how many and what kind of records he requires. These records should be so maintained that, at a moment's notice, they can be shown to an inspector. Each student should have the privilege of obtaining a statement or transcript from the I&E officer, in case of transfer, stating what courses he has completed and is currently enrolled in.

87. Accreditation

Military personnel who wish to apply for academic credit with civilian educational institutions for their educational experience and achievement while in military service, or who need advice about plans for continuing their education while in the service, should use USAFI Form 47 (Revised September 1944), "Application for Credit for Educational Achievement During Military Service." (Personnel who wish to inform former or prospective employers of their training and experience gained while in service may also use USAFI Form 47.) This form is available from USAFI and its branches. Form 47 consists of three major parts, or sections. Section 1, to be filled in by the applicant, contains information about his civilian education, educational courses completed in the service, and USAFI examinations taken. Section 2 is filled in for the applicant by a commissioned officer, and lists training courses and service schools attended and service jobs held by the applicant. Section 3 of the form is returned to the applicant by the school or college, stating the kind and amount of credit granted and recommendations for further study.

In case the school or college desires to supplement the information contained in the application, the form provides a means whereby the institution may request USAFI to give the applicant examinations in specific subjects, or tests of general educational development. The appropriate examinations are sent by USAFI to the officer who certifies the credit application in section 2. This officer supervises the administration of the examinations according to standard instructions supplied. The use of Form 47 involves no USAFI fee.

USAFI Form 47 is available for use only by military personnel on active duty. Veterans of World War II who are no longer on active duty may apply for school or college of their choice, inclosing with their letter a certified copy of their WD AGO Form 100. The American Council on Education has published an accreditation handbook for civilian schools. This handbook furnishes

important details regarding practically all training courses in the armed services. It enables high school or college officials to determine with accuracy what each applicant has been taught and to estimate the amount of credit to be granted. The handbook is kept current by publication of loose-leaf supplements. In publishing this handbook, the American Council on Education worked in cooperation with the National Association of Secondary-School Principals, regional accrediting associations, leaders in special fields of academic and vocational education; with the Army Education Branch of the Information and Education Division, and with comparable agencies in the Navy, the Marine Corps, and the Coast Guard. Army personnel need have no uncertainty about the readiness of civilian schools and colleges, with this handbook as their guide, to do a good job in interpreting and evaluating their applications for credit. These schools and colleges require only an accurate and reliable statement of educational achievement from each applicant for credit.

If an individual desires to take a USAFI examination (either the General Educational Development Test or subject examinations) without making an application for credit, he may obtain the test by applying for it on USAFI Form 68, "Application for USAFI Test or Examination." On this application form he must have the signature of an officer. This officer's signature indicates his approval of the application and agreement to administer the test to the applicant according to standard instructions. The application should be sent to USAFI or one of its branches. Upon receipt of the application, USAFI sends the test and the instructions for administering it directly to the officer who approved the application. The officer, exercising due care to safeguard the content of the test, then supervises the administering of the test according to instructions. The certifying officer returns the completed examination and all the examination materials directly to USAFI. USAFI then scores the test and reports the result to the applicant, and to such other person or organization (such as employer) as the applicant may have specified by a letter accompanying the application form. USAFI maintains a permanent record of the applicant's test results.

88. Educational Advising

Educational advising is the heart and brains of the education program. Through proper advising men can be taught to think of their army careers as preparation for civilian opportunities. Such an attitude toward the Army is conducive to a more satisfied and efficient soldier.

The company educational assistant should explain to each man the opportunities open to him in a planned educational program. It's probable, however, that a company educational assistant will not be an expert adviser. He should therefore keep in touch with the Unit Educational Adviser, checking his decisions and gradually acquiring the desirable skill. When in doubt, he should consult the educational adviser before guiding the prospective student, realizing that the advice which he gives a soldier may affect that man's future welfare. He should not hesitate to send difficult cases to the adviser for decision, or to present problem cases at the council meeting.

When the unit is in a stable situation, the unit educational adviser should arrange, if practicable, specific hours during off-duty periods when he will be available for interview to men who come to him directly or through the screening process within the companies. These hours should be publicized within the unit. Where facilities permit, interviews should be held in a place which has privacy and quiet. Soldiers should be put at ease and encouraged to tell in detail their educational experience and their hopes for the future. The adviser should be friendly, interested, and factual. His duty is not so much to help the soldier, as to show the soldier how he can help himself. He should be thoroughly familiar with all the resources of USAFI, and beyond that should draw on his own considerable experience in the education field. While it is impracticable for him, in a unit which must always be mobile, to have any considerable stock of college catalogs and similar guidance material, he should have certain basic material of this kind, such as a standard text on counseling, and pertinent publications of such organizations as the U. S. Office of Education, Veterans Administration, the American Council on Education, U. S. Employment Service. EM 426 contains an informative chapter on vocational psychology. In estimating how extensive his professional equipment should be in view of his limited facilities, and in determining specifically what counseling publications are dependable and available, he should address his request for technical advice through channels to the theater (or service command) education officer. He should establish contact with educational advisers of adjoining units, so that experience and current materials may be shared. If time permits, he may write directly to civilian experts in the field of whom he has some knowledge.

The educational adviser should be selected with deliberation. Experience as a teacher or school administrator, even though desirable, is not a guarantee that he will have the proper attributes. Often a man with experience in a government agency which is

concerned with education is well qualified; or one with personnel background, such as U. S. Employment Service; or a social worker; or an educational textbook salesman. An indispensable qualification is that he be able to meet men of all ages and backgrounds and make each feel that his peculiar problem is of genuine importance. The right adviser may be of real assistance to the unit commander.

89. Importance of Decentralization and Coordination

In outlining a suggested unit education program above, stress has been placed on the necessity for decentralization. Without that, both the education program and the orientation training program will suffer. If the unit information-education officer has the help of an educational assistant in each organization, if he has a qualified education adviser, and if there is an active unit education council, the I&E officer will be able to devote his efforts to staff planning and supervision.

In general, that portion of the education program which deals with the individual soldier should be carried by the company assistant and the educational adviser. The company educational assistant should assist the soldier in accomplishing the paper work concerned with administration of the program, since many prospective enrollees are discouraged by complicated printed forms. He should make sure that each printed form is accurate and complete. He should provide the best individual advising possible, either by his own efforts or those of the unit educational adviser; he should keep in touch with enrolled students and prospective enrollees. He should make clear to them that USAFI follows them wherever they go and that shipment overseas, or from theater to theater, is no bar to enrollment.

The unit information-education officer should concern himself with policies and with those procedures which pertain to more than a single individual or organization. His principle concern should be with the training of personnel to serve as company educational assistants and unit educational adviser, and the assurance by frequent observation of their operations that they are efficient and are rendering the proper technical service. He should insure that the educational council meets regularly and that its meetings are planned and fruitful of result. When hostilities cease in a theater, the education council becomes increasingly important as an advisory body, and the adviser and company assistants will be of invaluable aid to the commander because of their wide experience in education within the unit.

Information about off-duty education is a particular responsi-

bility of the unit I&E officer. He should continually devise interesting methods of keeping news of the program before troops, through posters and announcements. Unit ceremonies can be arranged where appropriate; for example, when the 100th enrollment is reached, or when 100 students have completed courses; or special notice for the student who completes the greatest number of courses. He should coordinate closely with the public relations officer, giving him personal items for home town newspapers, and providing materials for feature articles in camp and local publications.

Close cooperation with the post or unit librarian is desirable. Not only is the library a focal point for the display of posters and announcements, and a place where rooms for study and for educational advising may be provided, it also is a potential source of reference for USAFI students. Information to the librarian concerning the subjects being studied in the unit will frequently prompt the librarian to display reference material on these subjects. The special services officer may be able to include in his library orders, request for reference books and pamphlets which will aid the education program. The unit educational adviser may find material in the library which will assist him professionally, such as guidance publications of governmental agencies.

Section VIII. OTHER UNIT I&E ACTIVITIES

90. Off-duty Discussion Groups

The more effective the weekly orientation periods, the more frequent will be the requests for additional discussion periods in off-duty time; the building of an off-duty discussion program will make the duty-time discussion program more effective. All practicable consideration should be given to requests from troops for off-duty discussions; they indicate a healthy mental condition in the command. In addition, the unit I&E officer should himself initiate action to provide off-duty discussion programs which are designed to meet the interests and needs of the men. As a guide to the scope of off-duty discussion, as compared with duty-time discussion, the following areas for discussion are suggested:

- a. Subjects which enlarge upon and examine in greater detail the ideas growing out of orientation training periods.
- b. Subjects for the discussion of which time is not available in the orientation training schedule.
- c. Subjects which explore fields of special interest to a relatively small portion of the command and which concern issues other than those of vital importance to soldiers in general.

The topic selected should be one which reflects the interests of a reasonable percentage of the command. It should be one which, in the judgment of the commander, is within the policies relating to discussion. Like subjects chosen for orientation training, it should lend itself to fruitful discussion. Subjects such as "When will the war end?" lead nowhere.

Suggestions for the conduct of off-duty discussions are contained in EM 1, Guide for Discussion Leaders. The War Department currently publishes a series of education manuals entitled "GI Roundtable" especially for use in off-duty discussion periods. Each issue of GI Roundtable contains a well-balanced presentation of factual material, presented in readable style. They are issued by the U. S. Armed Forces Institute and are distributed down to the regimental level, and additional copies are obtainable on justified request.

Arrangements for an off-duty discussion period should include:

a. Securing an officer or noncommissioned officer who will volunteer to supervise the discussion; to insure that discipline is maintained without interfering with the informality of the meetings; and see to it that there is no violation of military security or good taste. This should be an I&E officer or noncommissioned officer, if practicable.

b. Designation of a qualified discussion leader, commissioned or enlisted, who knows the techniques of discussion methods. This should be one of the discussion leaders in the unit, if practicable.

c. Selection of at least two men who are qualified to speak on the subject, either by background and experience, or by research; and whose points of view are fairly well-balanced if the subject is controversial.

d. Arrangements for a suitable meeting place.

In many units, an off-duty discussion period is scheduled once a week at a regular hour and place; topics are planned in a series and men are encouraged to attend on a series basis. Several such discussion series may be planned, either occurring on the same day of the week and the same hour (Wednesday night is forum night), or at varying times. The advantage of organizing discussion periods into series is that interested men acquire thorough knowledge in a group of related subjects. A disadvantage is that the interest may lag after a few meetings, necessitating cancellation of the remaining discussions, or the infusion of some artificial stimulus to keep them alive. If off-duty discussions become a regular practice, which is desirable, the staff of the unit I&E officer should be augmented by sufficient additional duty personnel to administer the program efficiently.

91. Company Question Box

It is a common practice for the unit commander to direct that in each organization there be maintained a Company Question Box, into which enlisted men may put written questions related to the information and education program, or questions of legitimate character on matters of training, administration, or command. Questions should be informal in style, and need not be signed. It should be pointed out to troops that questions will be disregarded which are merely contentious, or which are vague. The Company Question Box is for those men who sincerely desire information. It can serve a useful purpose as an adjunct of the training program, and should not be permitted to deteriorate into an expression of personal grievances. A representative of The Inspector General's Department visits the unit periodically and will hear individual grievances, as prescribed in paragraph 3, AR 20-5.

It is customary for the company commander to delegate to his information-education officer the duty of examining and sorting out the contents of the Company Question Box each day. Many of the questions can be answered by the company I&E officer or the company commander; others pertain to the unit personnel officer or other staff officer, and should be routed to them (through the unit I&E officer) for attention. The company I&E officer should keep an informal record of questions sent forward for reply. A follow-up system should be devised to insure that replies are made within a reasonable time. Where the answer is of interest to the company as a whole it may be given by the company commander or first sergeant at a formation, or posted in the company War Information Center. Requests for furlough and other matters of a personal nature should be taken up in the customary manner through the first sergeant and are not appropriate for the Company Question Box. Typical contents of a question box, for a week, with suggested action to be taken on each question are as follows:

"Does Germany have the equivalent of the Siegfried Line along her Eastern border? If so, where does the line run?"

Action: Answer obtained from the unit I&E officer. Question and answer posted in War Information Center, unit and company.

"Can permanent peace be maintained without a federated Europe, similar to the United States?" *Action:* Submitted at next briefing conference as possible discussion subject. Decision pending; soldier notified.

"What is meant by 'forfeiture of pay' in regard to a man AWOL?" Referred to first sergeant.

"Is Lord Mountbatten also in command of the Southwest Pacific; and is he General MacArthur's superior? What has become of General Wavell?" *Action*: Question and answer posted in War Information Centers.

"What do MOS 195 and 501 stand for?" *Action*: Referred to company clerk in the unit personnel office. Answer given verbally to soldier who had signed question.

"What is the function of AMG in France?" *Action*: Sent through staff channels to division I&E officer. Question and answer posted in War Information Center, both regimental and company.

"I have been in the Army 11 months; have three children. Have one eye and bad stomach. What good am I here?" *Action*: Referred to company commander for personal interview.

"Why did I get KP twice last week?" *Action*: Referred back to soldier with instructions to see first sergeant.

"At the peace table, would Finland be considered a foe of the Allies?" *Action*: Referred through staff channels to division I&E officer for comment. Question and answer posted in War Information Center, both regimental and company.

"Why can't we have a branch PX in this area?" *Action*: Referred to company commander for possible presentation through channels.

92. Handling Rumors

It takes only an ill-considered word or an unexplained remark to create a rumor. Most rumors are started innocently by the wishful thinking of an individual officer or soldier, but many are deliberately planted by enemy agents, or by individual soldiers and civilians who unwittingly absorb enemy ideas. An example of the latter, undoubtedly, was the rumor that blood plasma was being sold to the wounded. The Commander in Chief scotched that one publicly.

One of the major factors affecting the growth of rumors is the amount and kind of information given to troops. The more news disseminated by the information-education program, the fewer rumors there are likely to be.

It is the responsibility of every officer and noncommissioned officer to assist in killing rumors. A good procedure is for each individual who hears what he believes to be a rumor, to jot down what he heard, giving the circumstances and place it in the Company Question Box. These rumors should then be examined and pro-

cessed for reply as described above. Rumors which involve troop movements or pertain to other kinds of classified information should be sent through channels to G-2. Men repeating such rumors should be interviewed in order to determine the sources. Chronic rumor-mongers should be disciplined by the commander.

Frequently, the unit commander himself will decide to reply to a rumor affecting the entire command. *Example*: A unit coming out of combat in the Pacific and preparing for embarkation, was detailed to load its equipment on the transport, a duty normally performed by service troops. The rumor spread that the regiment was to be converted into a service unit. Morale was regained, however, when the commander explained that he preferred having his troops load the ship than to wait 2 days in the mud until the regular service unit was available.

93. Research on Troop Attitudes

No studies of troop attitudes will be conducted except on request by higher echelons as approved by the War Department. It is not within the province of the information-education officer to approve or initiate studies of troop attitudes; but only to insure that such studies, made by experts, are used to the fullest extent.

94. Miscellaneous Activities

a. MOTION PICTURES. The unit I&E officer should arrange for the regular showing of GI Movie Weekly (except overseas), as described elsewhere in this publication, and for the advance distribution of posters announcing forthcoming showings, insuring that local data is filled in on these posters. He should also insure that War Department directives pertaining to the showing of War Information Films are adhered to, and that personnel who wish to see these films again on a voluntary basis of attendance have an opportunity to do so. He should determine what training films may be useful, either in connection with discussion groups or as an aid to education classes, and arrange for their showing.

b. ORIENTATION SKITS, QUIZZES, AND DRAMA. From time to time, the unit I&E officer may arrange for dramatic productions which serve to emphasize the orientation objectives. Scripts from such productions are available from civilian sources, or may be prepared by members of the unit. The production should be the responsibility of the special services officer, the responsibility of the information-education officer being limited to selecting the topic, approving the script, arranging for facilities, and issuing announcements to the command. The dramatic presentation, skit or quiz should

be accompanied by an explanation, by the information-education officer or the unit commander, of the relation of the theme to I&E objectives. A dramatic production, skit or quiz has the advantage of being best suited to a battalion of regimental gathering, and thus underscore the solidarity of the unit in its mental training program. The chief disadvantage is that it may involve the time and effort of a considerable number of troops. The dramatic production is a supplement to the weekly orientation period and should not be substituted for it.

c. RADIO. The unit I&E officer should insure that, overseas, radio receivers have been distributed among troops of the unit, in accordance with current theater policy; and that troops overseas have access to radio transcriptions designed for their use and issued through the Armed Forces Radio Service.

d. NEWSPAPERS. Where a unit or post newspaper is published, the unit I&E officer is ordinarily charged with its direct supervision as is described in section II of chapter 5. In any case, he is likely to have responsibilities pertaining to the circulation and distribution of YANK and other Army newspapers.

e. PUBLICATIONS. The unit I&E officer should insure the prompt distribution within the unit of NEWSMAP, and other publications designed for distribution within the unit, which are published by higher headquarters.

CHAPTER 3

ORGANIZATION OF DUTIES OF THE INFORMATION- EDUCATION OFFICER

Section I. UNIT INFORMATION-EDUCATION OFFICER

95. Standard Set of Instructions

One of the first duties of the unit I&E officer (regimental level), upon being appointed, is to prepare a standard set of instructions for the operation and supervision of the information and education program in the unit. From time to time, this standard set of instructions should be revised, in the light of experience. The I&E officer should anticipate new situations of training or movement which are likely to arise for the unit and be ready to publish additions or amendments to meet these changing conditions.

Preparation of a standard set of instructions should be based on study of current directives pertaining to the information and education program, this manual, supplementary training literature (including recent issues of *The DIGEST*), and policies of the commander. The elements normally part of an I&E standard set of instructions are:

- a.* Specific reference to pertinent requirements of higher echelons (including date and issuing source).
- b.* Specific reference to pertinent manuals and pamphlets.
- c.* Statement of mission of information and education program.
- d.* Standing operating procedure for the unit.
- e.* Statement of duties of unit I&E officer.
- f.* Statement of unit I&E officers' relationship to other I&E officers and to other staff officers.
- g.* Statement of duties of I&E personnel of lower echelons.
- h.* List of materials and facilities available to the unit.
- i.* Qualifying conditions under which variations (if any) may be permitted.

96. Information-Education Personnel Within a Unit

So far as practicable, additional duty I&E personnel appointed within a unit should meet the qualifications set forth for primary duty personnel elsewhere in this manual. Only through careful selection of personnel can the information and education program

be effective. When it is necessary to appoint personnel who lack certain necessary qualifications, S-3 should be requested to provide I&E training opportunities within the unit, or to recommend that this personnel be detailed to attend information and education training courses in a higher echelon.

The unit I&E officer may frequently be called upon to advise battalion and company commanders in the appointment of company I&E officers and their assistants (including company educational assistants). He should maintain a list of persons who, as indicated by personnel records and his personal observation, appear to be qualified and capable of effective performance of I&E duties. He should also be prepared to make recommendations to S-3 and the unit commander in the appointment of a unit educational adviser.

So far as military needs permit, it is desirable that additional duty personnel be retained in I&E duties so long as they are performing effectively. The fact should be recognized, however, that additional duty I&E personnel is likely to change from time to time. It is important, therefore, that the unit I&E officer make a point of knowing personally all additional duty personnel and insuring that they receive the assistance they may need in learning their duties. The fact that personnel is on an additional duty status is never an excuse for ineffective performance of I&E duties. When the unit I&E officer observes inadequacy of performance within the unit, he should make a report to that effect through proper channels, so that steps may be taken to relieve personnel who for any reason prove unsatisfactory.

97. Observing Operation of Program

Much of the time of the I&E officer should be spent away from his desk, observing the operation of the program and conferring with company I&E officers and their assistants. He should maintain a close relationship with company commanders, battalion commanders and staffs, and with members of the regimental staff, and should conform to staff principles in doing so. He and S-3 should confer frequently with G-3 and the division I&E officer so that the latter may be fully informed of progress in the regiment and may offer constructive criticism and assistance. The I&E program is successful only when there is close cooperation and mutual respect among all I&E personnel from highest to lowest echelons, and only when commanders give the I&E program their understanding and support. Such understanding and support develops out of the efficiency with which the program is operated by I&E personnel.

Once a week, the I&E officer should make an informal visit to

each company War Information Center, and during the weekly orientation training period he should observe the conduct of the platoon discussion groups, visiting a different company each week. He should attend at least one session of each off-duty education class or study group, and, where practicable, should supervise or observe the operation of off-duty discussions.

98. Check List for Evaluating I&E Program in a Company

The following suggested check list may prove useful to the unit I&E officer. Many of the items, especially those pertaining to off-duty education, he can evaluate from informal written reports called for at stated intervals; others he can evaluate best by personal observation. This list is neither inclusive nor exclusive; it should serve the individual I&E officer only as a guide in preparing a list which best meets his requirements.

a. COMPANY COMMANDER.

Did he attend one or more of the platoon discussions last week?

How many men, present for duty, were absent from the discussion last week?

What provision is made for special duty personnel (cooks, etc.) to attend discussion periods?

Is the daily news summary read to troops each day? Is it posted?

Are company funds used for purchasing books and periodicals for the company War Information Center?

What recommendations has he for improving the I&E program?

b. COMPANY I&E OFFICER. (1) *General.*

Can he state clearly and briefly what his I&E duties are and how he performs them?

What other additional duties does he have?

What are the duties of the company enlisted I&E assistant?

Did he study Army Talk (or similar publication) before attending last week's unit briefing conference?

Does he hold a weekly company briefing conference, subsequent to the unit briefing conference?

Did he observe the troop discussion in one or more orientation periods during the past week? What are his criticisms?

Does he inspect the company War Information Center daily?

Who is responsible for its maintenance?

Is a Company Question Box maintained in the company War Information Center? Does he remove the contents daily?

Does he hold conferences regularly with the company educational assistant?

What company off-duty discussions were held within the past week? Month? How many attended?

Did he visit the unit War Information Center during the past week? What suggestions does he offer for improvement?

How many men attended GI Movie Weekly showing during past week? Month?

What recommendations has he for improving the I&E program?

(2) *Off-duty education.*

How many applications for enrollment (tests? accreditation?) were forwarded during the past week? (Month?)

How many are pending?

For how many men has an Educational Interest Survey Form been filled out?

How many foreign language groups are organized? What languages?

How many USAFI catalogs have been given out during the past week? (Month?) Were they requested after interviews?

General

What impact is the orientation training program making on the individual soldier? Can at least three men in the company, selected at random, state in general terms the subject of last week's discussion topic?

99. Preparing for Inspection

Not only should the unit I&E officer observe the operation of the program within the unit, he should also be prepared for an inspection of the unit program by the I&E officer of the division or higher echelon, and by an officer of The Inspector General's Department. At all times, he should be prepared to describe to an inspecting officer, briefly and lucidly, what his duties are and how he performs them. He should be ready, without advance notice, to show the information and education program in operation. His office and the unit War Information Center should be always so well organized that any questions which an inspector is likely to ask may be answered with confidence and without delay. The I&E officer should never attempt to cover up existing defects; his interest and that of the inspector are identical: both desire to find out what deficiencies there are and to have them corrected.

100. Organization of Unit Information-Education Officer's Duties

The I&E officer should maintain a check list of his many responsi-

bilities and those of his enlisted assistants and so schedule the time of both of them that none of these responsibilities is neglected. The check list in appendix IV should prove helpful, especially when the unit is in a stable situation.

101. Reports

From time to time, the unit commander may require that a formal report be submitted of I&E activities in the unit. A more usual practice, however, is for him to require that S-3 or the unit I&E officer report on the status and progress of the I&E program informally at staff meetings, thus reducing paper work to a minimum. In any event, the unit I&E officer should maintain records which will enable him, when called upon, to furnish essential information about the program. Below are suggested items to be included in such a report. When a formal report is required by the unit commander, a copy should be forwarded to the division I&E officer, through channels, for his information:

Number of orientation periods held for troops.

Number of men (and percentage of those present for duty) who attended regular or supplementary orientation periods.

Number of orientation periods held for officers.

Number of officers (and percentage of those present for duty) who attended.

List of orientation topics discussed, troops and officers.

Number of officers and men currently enrolled in correspondence and self-teaching courses.

Number of individuals enrolled in correspondence and self-teaching courses during the month (including re-enrollments).

Number of officers and men who have completed one or more courses to date.

Number of officers and men who have withdrawn from any course.

Number of off-duty education classes (including study groups and supervised study classes) organized to date.

Number organized during the month.

List of subjects of classes organized during month (including study groups).

Number of off-duty discussions held during month. Total attendance. List of subjects.

Vacancies existing in primary duty I&E officers assignments at end of month.

Number of officers and men, additional duty and volunteer,

who assisted in the operation of the I&E program during the month.

Total expenditures from appropriated and nonappropriated funds for the I&E program during month.

102. Channels of Communication

If the I&E officer would be successful in his duties, he should be "administration conscious." He should familiarize himself with regulations, directives, and local policies pertaining to funds, distribution and channels of communication. Except for routine correspondence pertaining to enrollment in USAFI courses, the sending and grading of lessons, distribution of USAFI materials, and other nonpolicy USAFI matters, all correspondence should be through military channels. Personnel overseas should not communicate directly with USAFI headquarters, but with the USAFI branch in their theater, or serving their theater. All requisitions from overseas, except procurement through the Army Exchange Service, should be routed through channels to the appropriate port of embarkation in the United States; and correspondence concerning such requisitions should also be so routed. Official correspondence from overseas, except as noted above for certain USAFI communications, should be through the theater or task force commander, unless a base command or comparable installation is designated as representing the theater commander in matters of oversea correspondence. Correspondence, other than routine, from the I&E officer in one echelon to the I&E officer in another, should be addressed from commander to commander, for the attention of the information-education officer. This is not intended to prevent informal communication on routine technical matters; such informal communication should be encouraged for the sake of simplicity and the elimination of "red tape." The I&E officer who is in doubt about policies governing communications, should consult The Adjutant General or adjutant of his command. (See AR 340-15, AR 340-20, and TM 12-253, Military Correspondence.)

103. Unit I&E Officer's Equipment

The equipment which a unit I&E officer requires in the field in order to operate the information and education program successfully, is indicated below. All items in this list are normally found within an infantry regiment (or comparable unit).

- 1 field desk, headquarters (preferred)
- 2 folding chairs (4 preferred)
- 2 folding tables (3 preferred)

- 1 typewriter, nonportable, with carrying case; 11-inch carriage
- 1 duplicating machine, stencil process
- 1 paper fastening machine, wire staple, light stationery as needed
- 1 truck, 1/4-ton 4x4, with normal equipment
- 1 trailer, 1/4-ton, cargo
- 1 water drum with handle, 5-gal.
- 1 tube, tin or fiber, for transporting maps, 4x39 inches
- 1 perforator, 2-hole
- 1 tent, command post, complete
- 1 oil burner stove, with burner (when authorized equipment)
- 1 lantern, gasoline
- 1 lantern, electric portable
- 1 bucket, canvas
- 1 carpenter's tool set, with cross-cut saw, claw hammer, screw drivers (8- and 12-inch), chisel, pliers, brace and bit, screws, nails.

Section II. DIVISION INFORMATION-EDUCATION OFFICER

104. Information-Education Personnel in a Division

The operation and supervision of the information-education program in a division is a responsibility of the assistant chief of staff, G-3. He is assisted by the division information-education officer (MOS 5004) and his I&E assistants, as prescribed in current War Department directives. Two primary I&E responsibilities rest upon G-3 and the I&E officer: first, to organize and supervise the I&E program for division troops; and second, to supervise the I&E program in the basic units of the command, each of which has its own I&E officer and assistants, and to render assistance to unit I&E officers through the provision of programs and materials.

Regarding the first of these responsibilities, it is usual for elements of division troops which are not normally attached to regiments or to division artillery for their training, to be attached to these units for I&E training; whereupon their I&E training becomes a responsibility of the appropriate unit I&E officer. In any case, there should be appointed in each element of division troops a qualified officer to serve as information-education officer, additional duty, together with the other additional duty enlisted personnel normal for a company. A qualified officer or enlisted man

should also be appointed division educational adviser, additional duty, to serve all elements of division troops.

It is usual for G-3 to assign to the division I&E officer the responsibility for planning and conducting orientation training for officers of division headquarters, and to insure that enlisted personnel on duty at division headquarters receive orientation training regularly, either as a separate group or by attachment to the organizations in division troops.

It is of the greatest importance that I&E personnel in the lower echelons have the qualifications as described earlier in this manual, that training be provided for them, and that, once appointed, they are not relieved except for cogent reasons. While the selection and training of this personnel is a command responsibility, the division I&E officer may frequently be called upon for advice in the selection of unit I&E officers. It is advisable for him, therefore, to maintain a file of officers and men whom he considers qualified by personality, background, and experience to be appointed I&E officers and assistants.

In addition to scheduled conferences, the division I&E officer should maintain frequent personal contacts with I&E officers of units and division troops, assisting them in every practical way, and setting a high standard of performance for them. Where that high standard is not maintained, the division I&E officer should discuss each case with the commander of the officer concerned, and if necessary should make an appropriate staff report, through G-3, to the division commander or chief of staff, so that deficiencies may be corrected through command channels.

105. Planning the Orientation Discussion Program

While the elements of the division are physically together and are not spread over a considerable geographical area, the topics for orientation training are normally selected by the division I&E officer, in conference with the unit I&E officers, and are approved by G-3, and by the division commander or chief of staff if they so desire. This method provides uniformity of training throughout the division. Such uniformity is especially desirable prior to a major operation of the division, when there is a common denominator of interest and need by officers and men of information which provides a broad background for the specific operations which are pending. There should be flexibility of method, however, during normal duties of the division, so that unit (regimental) commanders will have an opportunity, from time to time, to plan orientation programs which meet specific needs of their troops. It is inherent in the mission of orientation that it should be adapted to

the interests and needs of troops. These interests and needs may vary from unit to unit, and are dependent upon many factors, some tangible and some intangible. A further reason why flexibility of method is desirable, is so that unit I&E officers may have ample experience in planning their own programs and performing the necessary research, in preparation for the time when they will no longer be in close touch with the division I&E officer.

106. Weekly Briefing Conference

Under normal conditions, when the orientation discussion program is planned at the division level, G-3 and the division I&E officer should hold a weekly briefing conference several days prior to the scheduling of the discussion throughout the division. This conference should be attended by the unit I&E officers and by the additional duty I&E officers of division troops. This conference is, in effect, the planning conference for the forthcoming week. The deficiencies noted throughout the division should be discussed briefly, with suggestions for their correction; ideas and suggestions for displays in War Information Centers should be canvassed; extension of the education program should be discussed; new materials from higher headquarters should be examined, new films viewed, and in general business of mutual concern should be presented at the conference. The major part of the conference should be devoted to briefing by the division I&E officer on the topic of the forthcoming orientation period and to comprehensive discussion by those present, so that each leaves the conference prepared to conduct briefing within his unit. Topics for future orientation periods should be discussed and agreed upon, subject to approval by the division commander or chief of staff. G-3 should insure that the orientation program is planned for at least 4 weeks in advance.

107. Sources of Materials

In addition to Army Talk pamphlets and similar materials published by the War Department and by theater and base commanders, and which are normally used as a basis for orientation discussion, the division I&E officer should, from time to time, develop topics which are especially pertinent to the division, or which improve the understanding which troops have of the relation of the division and its components to the larger military effort. Division staff officers may be of assistance in developing discussion materials which go beyond the local situation and which relate the organization, training, and supply of troops to the over-all military mission.

The division I&E officer should maintain adequate research and reference files, containing essential material plus background ma-

terial which is not on file in the units. He should maintain a master card file of significant materials available within the division. When a unit requests supplementary reference material, the division I&E officer should provide that material, where practicable, from his library, or call on other units of the division to make loans.

108. War Information Center

The War Information Center which the division I&E officer maintains in headquarters should not attempt to be the largest or the most comprehensive in the division. There is not sufficient personnel assigned to him to enable him to maintain such an extensive operation without handicapping his other functions. It is better that he maintain a center which will serve as a model for a company War Information Center, since it is at that echelon, close to a considerable number of troops, that War Information Centers are most effective. While the division headquarters Center may not be extensive, it should be planned with care. News summaries, news bulletins, maps, and other items of current interest should be posted without delay during the day, and displays should be changed weekly. It is advisable to hold the weekly briefing conference in the division headquarters War Information Center, if feasible, so that discussion of this function and suggestions for the improvement of unit and company Centers can be related to the divisional displays.

Special displays for unit War Information Centers should be prepared by the division I&E officer and routed throughout the division on schedule.

Unit I&E officers should be required to report displays and methods of handling discussions which have proved unusually successful. The division I&E officer should suggest that they be used, where appropriate, by other units of the division. He should also forward descriptions of successful programs to the next higher echelon. If a suggestion has wide application, he will assist I&E personnel throughout the Army by submitting it through channels, accompanied by photographs if practicable, for possible publication in the appropriate War Department publication.

G-3 with more facilities available, is in a position to reproduce for units hand-drawn maps which are needed in quantity, and other visual aids which would otherwise have to be made by hand in the lower echelons. A reserve supply of maps of the theater in which the division is serving should be maintained, together with a few spare maps of other theaters and of the United States. Map pins, tape or colored yarn, cellophane or similar materials, and other map supplies should be available for issue on request. Some of these

materials may be obtained on issue; others may be procured by use of local funds.

When elements of the division are sent on special missions or are stationed in isolated locations which make it impractical for them to be served by their I&E officers, it is the responsibility of the division I&E officer to see that they receive discussion materials and displays, that briefing is conducted, and that the weekly orientation training period is held. If the detached organization is near or attached to another, request should be made of that unit to assist in the I&E training mission. If service is in an isolated location for a considerable period of time, special programs should be arranged by the division I&E officer.

109. I&E Officer's Responsibility for Off-Duty Education Program

The division I&E officer's responsibility toward the off-duty education program, except for its operation for division troops, consists mostly of supervision, assistance in guidance, and the control of supplies. During time of war, he should have plans in hand for the day when hostilities cease within a theater and the education program becomes a major training function. Such plans should include the selection, in cooperation with the division classification officer and by use of WD AGO Forms 66-1 and 20, of a tentative faculty in a wide variety of subjects. The current compilation of such a list, corrected from time to time, will enable the division I&E officer to provide instructor personnel in subjects for which there are no qualified personnel in the units. This list may also disclose education personnel with appropriate types of background who can be used as volunteer educational advisers on particularly knotty problems of guidance and accreditation, and as instructors in short courses for the training of I&E personnel.

The division I&E officer should have on file a copy of WD Pamphlet No. 20-4 containing information about available courses. This publication includes the titles of courses, number of lessons, and price of each university extension course offered through USAFI, and will be needed in educational advising. So far as his limited facilities permit, he may also acquire catalogs of the more prominent colleges and universities, which contain descriptions of courses. A more complete set of such catalogs is on file in USAFI and its branches.

Upon the advice of the division I&E officer, G-3 should recommend to the commanding general a policy governing the use of nearby civilian educational institutions for the enrollment of military personnel, and for the possible use of civilian instructors in the off-duty education program within the division.

A representative selection of self-teaching and standard textbooks should be on hand in the office of the I&E officer. Some of these should be placed on display in the War Information Center, with provision against their being removed by visitors to the center. This display should be changed frequently. Textbooks on hand may also be used in emergency to start students in their courses, replacements being requisitioned without delay. However, with the limited facilities and high mobility of a division, it is not desirable to carry a heavy stock of textbooks.

110. Files and Records

Stock records and stock control similar to those in the regiments should be maintained at division headquarters. Records of enrollments in the off-duty education program should be kept in detail for division troops as for the units; but a record of only total enrollments (cumulative) for the division as a whole is usually sufficient. Divisional stock piles, where practicable, should include play-back machines, as reserve, for foreign language instruction; and arrangements should be made with The Adjutant General for a modest stockpile of Foreign Language Kits (Introductory Series).

When the division is in combat, files of nonessential background and reference material and noncurrent administrative files should be packed, inventoried, and sent to the rear echelon.

111. Schedules and Reports of I&E Officer

The division I&E officer should maintain a master schedule of the principal I&E activities scheduled within the units (including division troops), such as the day and hour of the weekly orientation period, off-duty discussions, off-duty education classes, showing of required motion pictures, and schedules of special events.

He should make a check list of his daily, weekly, monthly, and occasional duties, similar to that suggested for the unit I&E officer. One of his duties is likely to be supervision of the division newspaper. His schedule of duties should include specific times at which he will read copy or proof, and a time when he reads and approves final proof.

From time to time, he may be directed to prepare a formal report of I&E activities. It is advisable, however, that formal periodic reports be kept to a minimum, and that the division I&E officer report verbally at regular intervals on current and projected I&E activities.

112. Inspections by I&E Officer

Once a month, or as directed, the division I&E officer should make a formal inspection of the I&E program of each unit, and of the

elements of division troops for which he is directly responsible. The following suggestions may serve as a guide:

a. UNIT I&E OFFICER.

Can he describe, briefly and lucidly, what his duties are and how he performs them? (necessary only for newly-appointed I&E officers.)

Does he have a standard set of instructions, including a standing operating procedure? Is it up to date?

Does he have a check list of his duties, and those of his enlisted assistant?

Are his information files well-organized and cross indexed?

Is there a Weekly Discussion Preview, or similar announcement to troops well in advance of the orientation training period?

Are Army Talk pamphlets (or the equivalent) received and used regularly?

Are maps of all theaters in stock? Is there a supply of News-map? Are maps carefully stored and indexed?

What additional orientation periods were held during past month? (Company, battalion, regimental formations, dramatic presentations, forums, etc.)

Is adequate and systematic record maintained of USAFI enrollments, withdrawals, and completions by organizations and by subject?

Are any applications for enrollment, examination, or accreditation being held in the unit I&E office at present? How many? For what reason?

How often does the unit education council meet? Who is normally present?

What off-duty classes and study groups are being held?

What use has been made of local media (daily bulletin, unit newspaper, etc.) to inform troops about their education opportunities?

Is a file maintained of personnel within the unit having qualifications as I&E additional duty personnel, or as volunteers?

What periodic reports are rendered to the regimental commander?

b. WEEKLY BRIEFING CONFERENCE.

How many days before the weekly orientation period is it held? Who is present? How long does it last?

How much time is devoted to critique of preceding week's orientation period?

Are Briefing Notes for current week well organized, in logical sequence?

Are the visual aids (map, etc.) clear, visible at the proper distance? Are they related to the topic? Did the I&E officer explain how and when, in the discussion, they should be used?

Is the weekly news summary clear, logical, and complete? How much time is devoted to discussion of other I&E activities?

113. Responsibility for Training I&E Personnel

Within the training policies determined by higher headquarters, provision should be made for training I&E personnel within the division. An I&E training program should provide for: (a) Monthly conferences, where feasible, to include unit I&E officers and their enlisted assistants. (b) On-the-job training program for personnel newly assigned to the division as I&E officers or enlisted assistants who do not have field experience in the I&E program but who have graduated from an approved I&E course. (c) Monthly conferences for educational advisers and company educational assistants.

G-3 should insure that quotas available for the training of personnel at theater schools and within the United States are filled with the best qualified personnel. The division I&E officer should maintain a file of officers, on duty and prospective, for whom such training is desired. This file should also contain the names of qualified officers who may be suitable as replacements for unit I&E officers who are transferred or relieved, in the event that G-3 is called upon to make suggestions.

114. Miscellaneous Staff Responsibilities

Through G-3, the division I&E officer should be in close liaison with officers of the general and special staffs, so that each of those officers will understand the objectives and operation of the information and education program, so that the I&E officer may discover ways in which his program may supplement the training programs of the division, and so that the I&E officer will better understand the assistance which may properly be requested from other staff officers.

The I&E officer should be thoroughly familiar with all directives and training literature pertaining to the information and education program and should maintain files of these directives and publications. The file of material should be supplemented by directives and training publications issued by headquarters below the War Department, including his own headquarters.

The I&E officer should understand the policy of the commanding general regarding the use of appropriated funds for the information and education program, and the policies regarding the use of nonappropriated funds for the procurement of I&E materials. He should maintain a summary record of I&E expenditures within the division, and should prepare budgets periodically as directed. He should consult with the fiscal officer from time to time, and become familiar with his policies and procedures.

He should insure that distribution of materials is regular and efficient, and especially that Army Talk (or comparable theater publication) and Newsmag are distributed to units on schedule, and in ample time to permit their further distribution to companies.

Every opportunity should be grasped to organize appropriate information and education activities on the division level. Off-duty classes in subjects which interest only a few men in a particular regiment may be well-supported if organized on a division basis. Similarly, off-duty discussion periods are frequently requested in subjects which have only limited appeal, but in which a sufficient number of men throughout the division are interested. Occasions will arise where distinguished visitors, military and civilian, are available for a limited time and where it is desirable that they address large numbers of troops on subjects which are germane to the information and education program. The arrangements for such a program should be carefully planned by the I&E officer, with adequate provision for voice amplification and visual aids. G-3 or the I&E officer should interview visiting speakers in advance, to insure that the content of their program is germane to the information and education program.

When special problems arise in connection with the preparation of visual aids or printed materials, request should be made for the temporary attachment of specialists in the field of visual materials, research, writing, and editing.

115. I&E Officer's Equipment

Items of equipment which the division I&E officer should have in the field in order to operate the information-education program successfully, are as follows:

<i>Infantry Division</i>	<i>Armored* Division</i>	<i>Item</i>
2	4	Field desk, headquarters preferred
4	10	Folding chairs
4	10	Folding tables

2	5	Typewriters, nonportable, with case, 11-inch carriage
1	1	Duplicating machine, stencil process
1	4	Paper fastening machine
—	—	Stationery as needed
1	4	Truck, 1/4-ton, 4x4 with normal equipment
1	4	Trailer, 1/4-ton cargo
1	4	Water drum with handle, 5-gal.
3	5	Tube, tin or fiber, for maps 4x39 inches
1	4	Perforator, 2-hole
1	4	Tent, command post, complete
1	4	Oil burner stove, w/burner (when authorized equipment)
1	4	Lantern, gasoline
1	4	Lantern, electric, portable
1	4	Bucket, canvas
1	4	Carpenter's tool set, complete

*In armored division, all I&E personnel (T/O) is assigned to division headquarters, serving the command elements from there.

Section III. INFORMATION-EDUCATION OFFICER IN CORPS AND ARMY

116. I&E Officer of a Corps

The I&E officer of a corps, as an assistant G-3, has responsibilities comparable to those of a division I&E officer. Not only does he supervise the operation of the program in the divisions, but he also should organize and supervise the I&E program for corps troops. Since, unlike a division, many of these units are usually stationed at a considerable distance from corps headquarters, he must be away from his office much of the time. He should, therefore, reduce his administrative duties to a minimum, and train his enlisted assistants to handle administrative details.

During his absence from headquarters, it is advisable that another officer in the G-3 section, who is familiar with the information and education program, be available at all times to report to G-3 and the corps commander on the I&E program and to represent G-3 on I&E matters in conferences and in communications with other echelons.

Where circumstances permit, it is advisable to hold a monthly conference of all primary duty I&E personnel serving the corps

troops. Officers from corps staff and the I&E officers of the Army may be invited to participate. In addition, it is frequently practicable to hold local conferences, unit by unit, of additional duty personnel serving with corps troops. These conferences not only serve as briefing conferences, but also may be used to train officers in the techniques of leading discussions.

117. I&E Policies and Staff Responsibilities in an Army

In the United States, information and education policies established by the War Department are implemented by the Commanding General, Army Ground Forces, and the operation of the Army information and education program is based on directives issued by that headquarters. Overseas, the Army information and education program is an integral part of the I&E program for the theater or department, and is closely coordinated with the theater and department policies. The I&E officer of an overseas Army, an assistant G-3, is especially concerned with the preparation of special programs and materials, with control of the distribution of supplies, and with the training of personnel.

One of his major responsibilities is to advise G-3 and the commander on the kinds and nature of information which he believes should be presented to troops, for it is at the Army level that the over-all needs of troops in a mental training program can best be estimated. If the Army is in a combat situation, or is preparing for a particular tactical operation, the commanding general will undoubtedly desire that all information media be used in an intensive program of combat orientation. If the Army is engaged primarily in occupational duties, the I&E program would have a different emphasis. When hostilities in the theater cease, still a different emphasis is required. There are occasions when the commander will desire that the program be directed at specific problems which handicap the training and health of troops. Orientation discussions, radio, newspapers, posters, and movies are brought to bear by the I&E officer on problems of this sort. The I&E program, in short, should be sufficiently flexible to be adapted to any military situation.

Through the close liaison of G-3 with other members of the general and special staffs, the I&E officer should keep himself informed of staff plans, so that he can anticipate any contemplated change in the military situation and be prepared to assist with an I&E program which has been prepared in advance. He should also keep in close touch with the theater I&E officer, so that he may more readily conform to theater policies and may learn in advance of proposed changes in the theater I&E program.

Detailed plans for an expanded I&E program upon cessation of hostilities within the theater should be prepared and frequently revised in light of changing conditions within the Army. These plans should be closely coordinated with those of higher echelons. They should provide for the training of schools officers and other educational personnel prior to cessation of hostilities and for the procurement and stockpiling of adequate instructional materials and facilities. Directives, based on staff studies, should be prepared in advance, to be issued when directed by the theater commander.

The I&E officer should be familiar with the mission, general method, and scope of operation of the research section of the theater. After consultation with the theater I&E officer and with the latter's research officer on the technical aspects, he should recommend to G-3 particular research studies which he believes should be made, and should prepare formal requests.

118. Library and Reference Materials

Except in the United States where civilian sources are easily available, the Army I&E officer should maintain a reference and background library of considerable size, containing books, pamphlets, and maps from both governmental and civilian sources. Such a library should be compiled with care. Books and pamphlets received from the War Department or theater, such as orientation kits and orientation library material, have already been examined and may be considered sound; but materials obtained directly from civilian sources should be evaluated by a competent analyst. One of the enlisted I&E assistants may be qualified to do this and should maintain a comprehensive file of materials on hand. This library should be used not only for the preparation of special materials by the I&E section, but also should provide a well-controlled loan service to subordinate commands.

An adequate assortment of USAFI self-teaching and standard textbooks should be prominently displayed as part of the I&E library, and a small reserve supply of the most popular items for emergency purposes. There should be an adequate stock of USAFI catalogs, the amount depending upon the accessibility of the USAFI branch, and a supply of printed forms. Guidance and other supplementary publications should be on file. These USAFI publications serve two purposes; to inform those who visit or correspond with headquarters, especially at I&E conferences; and for use in the I&E program for Army headquarters and Army troops. It is not intended that Army headquarters be a supply echelon

for USAFI materials. Such materials should be supplied directly to units, or to individuals, as the case may be.

119. Publications, Films, Radio, and Newspapers

a. GENERAL. The I&E section of an Army headquarters overseas may be authorized to originate certain types of publications and services in coordination with the theater I&E section. Below are examples of such activities appropriate for the I&E section of an Army.

b. SPECIAL MATERIALS. Pamphlets are sometimes published describing accomplishments of the Army in specific operations, outstanding exploits of certain components, and similar publications tending to promote pride in serving with the Army. These materials may be used as a basis of orientation periods in lower echelons, along with publications which explain the operations of supporting troops (Who Repairs My Vehicles? Who Gets My Rations to Me? How Does My Mail Come Through?). Special maps may be distributed which portray to troops the contribution of their commands to the success of recent operations. A weekly I&E bulletin is sometimes published in mimeograph form for distribution to all primary duty I&E personnel. It is suggested that each issue of such a publication be devoted to one phase of I&E activities, providing its readers with up-to-date information, operating procedures, and suggested methods for increasing local interest in the I&E program. Subscriptions to a local English language newspaper may be arranged for all I&E officers, and the Weekly Bulletin mentioned above may suggest ways of utilizing the contents of this newspaper in War Information Centers and during orientation training periods. Books and maps of particular interest to members of the Army may be purchased for distribution to I&E officers. Packets of basic material for mounting and posting maps may be distributed from time to time.

c. FILMS. Films may be obtained from the base section library in an oversea command and routed throughout the forward and rear areas. It is customary for theater headquarters to publish lists of new films as available. Prints of information films for required showings should be in stock in Army headquarters so as to insure that all military personnel will see these films, and as a basis for introductory talks and discussions in lower echelons. All films should be previewed by the I&E officer or an assistant. It is essential that there be on duty in the I&E section a competent motion picture projectionist, who should also be a cutter.

d. RADIO. Armed Forces Radio Service, which provides news broadcasts (overseas) several times daily, plus a full program

of entertainment and educational features, operates on the theater level and is not normally a responsibility of the Army I&E officer. Authority to broadcast Army headquarters news over an Armed Forces Radio Station is obtained from the officer in charge of the broadcasting station, as representative of the theater commander. Ordinarily Army news is broadcast in official summaries by theater headquarters.

e. **NEWSPAPERS.** An Army does not usually publish its own newspaper. The Army I&E officer, however, is normally responsible, during operations, for the distribution throughout the Army of YANK and the theater newspaper. The distribution of newspapers and accounting for sales usually requires the full duty of at least one competent enlisted man.

120. Mobile Displays

Mobile I&E displays should be prepared by the Army I&E officer and kept in circulation among units. If salvaged vehicles are available, they can be converted into traveling War Information Centers. A radio receiver installed in such a vehicle makes it possible to give up-to-the-minute news to troops by amplifying broadcasts, while enroute, through a loud speaker. One of the I&E staff, commissioned or enlisted, should accompany the mobile display unit.

121. I&E Inspections by Army Staff

Informal inspections should be made frequently by G-3 and the I&E officer, and formal inspections should be made periodically as required by the commanding general. The I&E officer or a commissioned assistant should be in the field much of the time, observing the operation of the I&E training program in army, corps, and division headquarters and units and offering assistance and receiving suggestions. Formal inspections include regular training inspections directed by the commanding general, in which a team of officers, including G-3 or the I&E officer, inspect training activities simultaneously.

122. Orientation for Army Headquarters Personnel

A primary responsibility of the Army I&E officer is the organization and supervision of the information and education program among Army units. The training program in Army headquarters may be decentralized, with each staff section responsible for its weekly orientation period. It is good practice for an I&E officer, additional duty, with enlisted assistant, to be appointed for each staff section. It is suggested that the commanding general be requested to preside at the weekly orientation period for head-

quarters officers, or to participate in the program as he desires. Training periods for the officer groups and for enlisted personnel in each section are usually divided into two or three sections, scheduled on different days, so that all personnel can attend. A War Information Center should be maintained and should serve as a model for subordinate units. Bulletin boards containing Newsmap and other appropriate material should be maintained in each headquarters staff section.

123. I&E Program for Army Troops

Unless a qualified officer is available who may be detailed to conducting the I&E program for Army troops, the elements of Army troops should be attached, so far as possible, to nearby units for their I&E training, thus relieving the Army I&E officer as much as practicable from the responsibility of actually conducting orientation programs and enabling him to devote his time to staff duties. In any case, an additional duty officer should be appointed for each organization of Army troops which is of company strength, or which is operating as a separate detachment. The War Information Center maintained in or adjacent to Army headquarters, is for the primary use of officers and men of headquarters staff, and for Army troops stationed at headquarters for whom no other War Information Center is available.

124. Training Responsibilities of Army I&E Officer

A conference should be held once a month of I&E officers of Army units, primary and additional duty, providing geographical location makes this feasible. These conferences should include corps I&E officers. Short training courses should be provided from time to time for I&E personnel, either at schools established by the Army or at permanent schools established and operated by the theater commander. A training policy should be established which enables all personnel to receive either basic or refresher I&E training at least once a year.

125. Army I&E Officer's Equipment

In order to operate efficiently, it is desirable that the I&E officer be provided with the following equipment:

<i>Quantity</i>	<i>Item</i>
1	Field desk, headquarters preferred
3	Folding chairs (6 preferred)
3	Folding tables (5 preferred)
1	Typewriter, nonportable, with case, 11-inch carriage

- 1 Duplicating machine, stencil process
- 1 Paper fastening machine
- Stationery as needed
- 1 Truck, 1/4-ton, 4x4, with normal equipment
- 1 Trailer, 1/4-ton cargo
- 1 Water drum with handle, 5-gal.
- 1 Tube, tin or fiber, for maps 4- x39-inch
- 1 Perforator, 2-hole
- 1 Tent, command post, complete
- 1 Oil burner stove, w/burner (when authorized equipment)
- 1 Lantern, gasoline
- 1 Lantern, electric, portable
- 1 Bucket, canvas
- 1 Carpenter's tool set, complete

Section IV. INFORMATION-EDUCATION OFFICER IN A THEATER

126. Organization of Information and Education Program

a. The organization of the I&E facilities in a theater headquarters varies according to the needs and organization of the theater and the desires of the commanding general. A suggested type of organization is as follows:

(1) Information and Education Section, special staff, for policy and supervision.

(2) Information and Education Detachment, part of the theater headquarters section, for operations on the theater level.

b. This type of organization has certain advantages. It places under a qualified I&E detachment commander the personnel and facilities required for implementing policies approved by the theater commander, and leaves the theater I&E officer free to deal with matters of policy, control, and supervision. The staff and operating personnel in this suggested type of organization are as follows:

(1) *Information and Education Section, Special Staff.*

Theater Information and Education Officer

Executive officer

Field service supervisor

Education officer

Radio officer

Research officer

(2) *Information and Education Detachment, Headquarters Section.*

Detachment commander
 Radio Section
 Publications Section
 USAFI Section (Branch USAFI)
 YANK Section (theater edition)
 Research Section

127. Staff Functions and Responsibilities of Theater I&E Officer

The theater I&E officer conforms to standard theater policy with respect to the submission of reports. This policy varies in the different theaters. A typical policy requires that the I&E officer submit a brief informal report daily, a more complete but informal report twice a month, and a detailed formal report quarterly. Staff studies and formal recommendations are prepared and submitted as required. He maintains frequent and informal contact with other officers of the general and special staffs, in order to keep them informed regarding I&E activities and to keep himself informed of their plans which affect the I&E program. He insures that I&E officers understand the theater commander's desires regarding channels of communications, especially with other elements of the Armed Forces. He arranges for and conducts monthly conferences at theater headquarters for the I&E officers of the armies, Services of Supply, Air Forces, and comparable headquarters. He or his executive officer schedule monthly visits with the I&E officer of each major command, including divisions and comparable headquarters, and with regiments, air groups and comparable commands each quarter. The field service supervisor and two assistants are continually in the field, observing the operation of the I&E program in all echelons. Each is assigned supervisory functions for one or more major commands (such as Air Forces, armies, Services of Supply), providing these commands with assistance in the improvement of the I&E program.

One of the major responsibilities of the theater I&E officer is to arrange for the training of I&E personnel. He should plan for the organization of a theater I&E school or the establishment of a branch of the War Department approved training school. He should insure that throughout the theater files are maintained of personnel in need of training (with their qualifications), and that training is provided for this personnel at the theater level and in lower echelons. Theater training schools should include courses not only in the normal operation of the I&E program, but also

courses for the training of personnel who will administer the education program when hostilities cease in the theater.

In addition to the training establishments mentioned above, the theater I&E officer should have complete plans, based on TM 28-205 and on staff studies, for the establishment of schools and study centers when required by current policy; and should prepare policies for the establishment of unit schools and for the implementation of other provisions of TM 28-205. Directives should be prepared and revised from time to time, ready for publication when hostilities cease. A check should be made from time to time to insure that I&E officers in lower echelons are maintaining files of personnel to be recommended for training as education and schools officers.

Among the problems which usually confront a theater I&E officer is that of determining and recommending the policy governing the space available in YANK for articles and items prepared by the YANK section of his office, so that the varied interests of elements of the Armed Forces within the theater will be recognized. Another problem is the determination of policy regarding fair distribution of War Department I&E materials, recognizing variables in troop strength, mission, locality, and status of training or operations of the types of units under command of the theater commander.

128. Functions of I&E Detachment, Headquarters Section

A typical organization of the I&E detachment headquarters section is as follows:

a. RADIO SECTION. This section contains the specialists who plan and supervise operation of the theater radio stations and network. Maintenance and technical operation of radio equipment is a responsibility of the theater signal officer. The radio section is responsible for the most efficient use within the theater of the services provided by the War Department through Armed Forces Radio Service. This section also prepares and broadcasts radio programs consisting of material originating in the theater itself, and supplies individual stations in the theater network with materials and assistance in planning their local broadcasting schedules.

b. PUBLICATIONS SECTION. This section consists of the necessary personnel and facilities for preparing and publishing the various I&E publications of the theater (except YANK). This usually includes a theater newspaper, the theater edition of NEWSMAP, and miscellaneous publications used in I&E training programs in lower echelons. This section coordinates closely with the radio sec-

tion in the dissemination of news reaching theater headquarters through Army News Service.

c. USAFI SECTION. The USAFI section of a theater headquarters operates a branch of USAFI which is comparable in organization and functions to the headquarters of USAFI. When feasible, the USAFI section is aided in its operations by a contract with a local university or college for the grading and servicing of correspondence course lessons. In theaters where this is impracticable, or where cooperating civilian institutions cannot perform the full work load, enlisted personnel are assigned to the USAFI section as instructors, or are employed by the section as paid volunteers in their off-duty hours. By any of the above methods, correspondence lessons are graded without forwarding to USAFI in the United States. To assist in maintaining uniform academic standards, branches may send copies of lessons graded by the branch to headquarters of USAFI. The USAFI section handles administrative matters related to enrollment, including the reporting of monthly enrollments to USAFI headquarters. It administers tests according to procedures established at USAFI headquarters, and provides necessary materials (USAFI Form 47) and assistance to personnel who wish to obtain educational credit for educational experience in the Armed Forces. In conformity with USAFI policies, selected personnel of lower echelons are trained in the techniques of educational and vocational advising, and individuals may be given such advice by direct correspondence. The USAFI section stocks textbooks and other educational materials, for issue to units and individuals as required. The section is responsible for stock control over these supplies, and for requisitioning additional supplies from USAFI through channels to ports of embarkation in the United States. Personnel of a USAFI section ordinarily includes—

Chief of section (designated as the commandant)

Registrar

Guidance officer

Testing officer

Administrative officer

Supply officer

Lesson and scoring clerks

Education officers, who regularly visit installations within the theater to provide assistance in organizing or improving local educational services.

d. YANK SECTION. YANK is published by the War Department and theater editions are published in oversea theaters. The greater portion of the material for oversea editions emanates from YANK

headquarters in the United States, and is incorporated in the various theater editions, together with several pages of material prepared by the YANK Section of each theater. The material from the United States reaches theater YANK sections each week in the form of mats, gravure positives, or offset negatives. The number of pages which each issue of the theater edition may devote to locally prepared material is prescribed in the War Department. The editorial preparation, production, and distribution of the theater edition are responsibilities of the YANK section, conforming to policies of the theater commander. Personnel of a theater YANK section ordinarily includes editors, writers, copy-desk personnel, photographers (especially combat photographers), business managers, circulation managers, artists and cartoonists, and printing production personnel.

e. RESEARCH SECTION. A group of research technicians, selected by the War Department, is provided to most theater commanders by the War Department. Each group of research technicians is under the command of the theater commander concerned. Supervision of technical operations of the research section is a responsibility of the research officer. The information-education officer of the theater, as advised by the research officer, recommends to the commander the areas of concern in which research studies will be of most value to the commander and to the Army as a whole. The research section also cooperates, from time to time, in Army-wide research studies initiated by direction of the Secretary of War. Results of studies made within a theater are submitted to the theater commander and discussed with him. The facts resulting from such studies are forwarded to the War Department for its information, and for possible publication in *What the Soldier Thinks*. Results of any study initiated by a theater commander, however, appear in the above-mentioned publication only with his consent.

129. Base Commands

The usual organization of a theater includes subordinate elements which are known as base commands or base sections. Their primary function is to provide services for training and tactical operations. In general, they resemble service commands in the United States, and many of the I&E procedures suggested in section V of this chapter devoted to service commands will apply. It is quite evident, however, that the portion pertaining to the on-job training of pool officers is not applicable overseas; nor is the distribution of NEWSMAP and other I&E materials normally made through the base command. Supervision of I&E activities

by the base section I&E officer normally does not include the supervision of units having their own I&E primary duty personnel. However, since the organization and operation of a base command or section varies from theater to theater, it must be left to the I&E officer of such a command to determine which portions of the pertinent section are applicable in his case. He should maintain close contact with the theater I&E officer and determine from him what functions and duties are prescribed by the theater commander for the base command or section.

Section V. INFORMATION-EDUCATION OFFICER IN A SERVICE COMMAND

130. Staff and Operating Duties of Information-Education Officer

The major responsibilities of the Director of the Information and Education Division of a service command, hereafter referred to as the I&E officer of the service command, consist of—

- a.* Formulation of I&E policies in accordance with War Department and Army Service Forces directives; implementation of such policies in activities as approved by the commanding general of the service command.
- b.* Supervision of the information and education program in class I and IV installations, and of the station complement of class II installations.
- c.* Preparation of I&E training programs to meet special situations.
- d.* Preparation of supplementary and special materials.
- e.* Distribution of materials received from higher headquarters.
- f.* Training of I&E personnel.
- g.* Operation of the I&E program for personnel of service command headquarters.

The service command I&E officer should not be given duties which properly belong to other members of the staff, such as supervision of personal affairs or special services activities; nor should he be charged with the solution of problems properly belonging to the chain of command, such as AWOL, venereal disease, or deficient leadership in officers and noncommissioned officers.

131. Maintenance of Records

The I&E officer should maintain a record showing the name and location of each unit and installation which comes under his supervision. The record should include the name, grade, amount of I&E training of each primary duty I&E officer; troop strength, type and composition of units, and other information helpful to

the performance of supervisory functions. It is suggested that a simplified form of this record be maintained, giving essential data for units for which the commanding general of the service command is not responsible, but which are stationed on posts which are under his supervision.

Periodic progress reports should be required from all post, camp, and station I&E officers under the supervision of the commanding general of the service command. Reports should not cover post I&E operations in detail, but should include those facts which will enable the I&E officer to evaluate progress being made.

132. Field Visits and Inspections

The service command I&E officer, or one of his assistants should visit, at frequent intervals, each post, camp, or station included within his supervising responsibility. These visits are for the purpose of observing the operation of the I&E program, and for offering and receiving suggestions for its improvement. Although informal, these visits should be arranged through military channels and should be planned well in advance. Formal inspections conducted periodically by the inspector general of the service command should include inspection of the information and education program. The I&E officer should recommend the aspects of the I&E program to be included in such inspections and should accompany the inspector when desired.

133. Information-Education Personnel on Posts, Camps and Stations

It is of the greatest importance that personnel at posts, camps, and stations who have been trained at the approved I&E school of the War Department be assigned as I&E officers and enlisted assistants, and that these assignments be primary duty and as permanent as military conditions permit. Additional duty I&E positions should also be filled by similarly trained personnel, where feasible. The service command I&E officer should maintain a file of I&E personnel, and potential I&E personnel, for whom training is desired, and insure that requests are made through channels for the allotment of quotas for the training of this personnel.

134. Training of I&E Personnel

Within the service command, training conferences for I&E personnel should be held from time to time. Conferences may be arranged on a regional basis if the size of the service command makes that desirable. They should be both inspirational and practical. Both primary and additional duty personnel should attend, when feasible.

If I&E officers are assigned to the service command on temporary duty for field training, they should be interviewed by the I&E officer to determine how they can best serve the command and themselves. They should be instructed in the mission, policies, and operations of the service command I&E division and tested on their knowledge before being detailed to a post, camp, or station for temporary duty. The on-job training program, as approved by the Director of Training, Army Service Forces, should be used as a guide for post commanders in supervising the duties of these officers. Each officer should report to the service command I&E officer upon completion of his temporary duty. A report on the operation of the I&E program at a post should be presented to the post commander before the temporary duty officer leaves the post.

135. Special Programs and Publications

The service command I&E officer should prepare or approve I&E programs to meet special situations which may arise in the service command, including programs for special types of troops.

It is appropriate for the I&E officer to publish monthly bulletins to I&E officers under his supervision, with additional bulletins for disseminating information too urgent to await monthly publications. Such bulletins might include descriptions of outstanding achievements by various posts, policies established by the commanding general of the service command which affect the I&E program, digests or reviews of important War Department and Army Service Forces directives concerning information and education activities, information about new materials which have or will be published, changes in service command I&E procedures, and similar information. In addition, special bulletins or pamphlets may be prepared and distributed which contain recommended reading for the I&E officer and for troops. The service command librarian can usually assist in the compilation of such information. Reference books and periodicals cited in the bulletin should be those likely to be available in a post library, or which may be borrowed from the service command library, or procured readily from civilian sources. Similar assistance may be rendered in compiling lists of appropriate films and other training aids which are available, with suggestions for their use.

136. Stock Maintenance

An adequate reserve stock of NEWSMAP and other maps should be maintained at service command headquarters, and information concerning them published in monthly bulletins. Maps, posters,

and other informal materials are frequently posted on a swinging booktype display rack. These provide suggestions and instruction regarding the information and education program to persons who visit the I&E office. Special bulletins listing the various categories of educational textbooks and courses which are available (and those currently not available), with pertinent suggestions for organization of classes should be published when appropriate. Service command procedures for the procurement of I&E materials might be the subject of a separate memorandum for lower echelons.

The I&E officer should insure that there is in stock at service command headquarters an adequate supply of information and education materials which are not automatically issued to posts, camps, and stations. The Adjutant General should be requested to maintain at the appropriate adjutant general depot a moderate stock of Foreign Language Kits, Introductory Series, and copies of War Department pamphlets (of the 20 series) which relate to information and education. There should be an ample supply of USAFI catalogs and printed forms, and a representative selection of self-teaching and standard textbooks. Prints of GI Movie Weekly should be available in the service command film library,

137. Responsibility With Respect to Camp Newspapers

The I&E officer should exercise supervision over camp newspapers published by units and installations under the jurisdiction of the commanding general of the service command. Two copies of each issue of each newspaper should be submitted to him for inspection. Any violation of policies covering the publication of camp newspapers should be reported through military channels to the post commander concerned.

138. Responsibility With Respect to Funds

The I&E officer should know the commanding general's policy regarding the use of appropriated funds and nonappropriated funds, and should keep his own record of the allotment of funds for I&E activities within the service command.

139. Organization of Information-Education Staff

The size and organization of the staff of the service command I&E officer depend upon the geographical size and troop population of the service command and the desires of the commanding general. The I&E staff in a service command may consist of the I&E officer, a commissioned assistant, and civilian assistants. The I&E staff of another service command, with wide geographical responsibilities and heavy troop strength, may consist of the director, executive

officer, and chiefs of three branches: Education, Field Service, and Information-Orientation, together with appropriate civilian personnel.

Section VI. INFORMATION-EDUCATION OFFICER AT A POST, CAMP, OR STATION

140. Staff Position of Post Information-Education Officer

An information-education officer is provided, primary duty, in posts, camps, and stations as prescribed in current War Department directives. This officer should not be given duties which normally belong to staff sections such as special services and personal affairs, nor should he serve as a member of such a section. As in the case of the unit information-education officer, he should have only such additional duties as will not interfere with his primary duty. Except on small posts, as prescribed in current War Department directives pertaining to information and education, his primary duty is information and education.

141. Use of Post Facilities

The mental training of post operating personnel is often a more challenging responsibility than the training of troops who have a combat objective. On the other hand, facilities are usually available to post commanders which do not normally exist for a unit in the field. On a post of considerable size, there is ordinarily a large library, from which background materials for orientation training can be drawn. Space is frequently available in the library for educational classes and off-duty discussions. There is at least one post theater, in which War Information Films and other nonrecreational films can be shown, provided they are not a part of the paid entertainment. There are sometimes unused rooms at the side or rear of the auditorium which are available for classes and group meetings. Newsmag bulletin boards can be erected outside the theater.

142. Civilian Facilities

Civilian facilities of a nearby city or town, such as schools, libraries, forums, frequently provide means for post personnel to attend night schools and lectures. Local radio stations often donate time which can be used for presentation of orientation programs suitable for both military and civilian personnel. Arrangements for such broadcasts are normally made through the post public relations officer, who approves the script and cooperates in the casting and rehearsals of radio productions. Scripts may be prepared by in-

formation-education personnel, or by personnel of the post on a volunteer or competitive basis. Scripts readily adaptable for local use can sometimes be procured through the national radio companies. Civilian experts in a wide variety of educational subjects and current events are often available, without charge, either locally or on tour, for lectures and vocational conferences.

143. Information and Education Program in Operation

The core of the information and education program, on a post as in a tactical unit, is the weekly orientation training program. Since operating personnel of a post are assigned to duties at varying hours, their training schedule is usually staggered. Four hours a week of military training are currently required for each person. Usually this 4 hours is included in 1 day, and the program is repeated as many times during the week as is necessary to insure participation of all individuals at one of the 4-hour sessions. An information-education officer, additional duty, is usually appointed in each company or detachment, together with an enlisted information-education assistant and a company (detachment) educational assistant. Orientation discussions may be conducted by enlisted specialists. An educational adviser usually is also appointed for the post.

Briefing conferences are held and the procedures described earlier in this manual are followed in general. Although the orientation training program is ordinarily based on Army Talk, posts which maintain adequate information files sometimes prepare their own discussion materials.

Special orientation programs should be arranged for particular groups of soldiers. Orientation materials and special displays should be prepared which highlight the importance of various branches of the service represented on the post. Full use should be made of required I&E films, appropriate combat films, and GI Movie Weekly. The post War Information Center should be conveniently located and maintained with a view to attracting wide interest. On a large post more than one post War Information Center should be maintained, the several centers being coordinated. The post library is normally a good location since it is usually centrally located and provides a wealth of reference material. Other locations frequently used are the service club and an alcove or room in the post exchange. Company (detachment) War Information Centers should be carefully maintained. Competitions for the most interesting information centers, special displays, and suggestions pertaining to the information and education program, and similar activities should be encouraged. The weekly orientation training period

is held for all officers of the post, in accordance with War Department policy. Two or more training periods per week should usually be arranged so as to provide opportunity for officers to attend one or the other. Officers who have conducted orientation training periods for their troops during the week may be excused by the post commander from attending the officers' orientation training period.

144. Off-duty Education Activities

Posts, camps, and stations are normally installations where the off-duty education program can be and should be organized extensively. The accessibility of civilian educational specialists in nearby communities who may be invited to assist in a voluntary advisory capacity, the relative availability of supplementary textbooks and other teaching materials, and the fact that civilian educational institutions frequently offer courses for military personnel, are advantages which should be explored by the post I&E officer.

Personnel of the station complement are relatively more permanent than personnel in tactical units, thus making the organization of classes a practical activity. This same element of permanency also tends to encourage enrollment in correspondence and self-teaching courses. An excellent opportunity is afforded for men to plan long-range education programs, including several successive courses with a specific goal. For many men the accreditation service will be basic to such planning. Special attention should be given to educational advising. Off-duty discussions should be organized on a systematic basis. Study groups should be organized in a wide variety of subjects.

Applications for USAFI courses and services should be submitted to the post I&E officer, where they should be checked for accuracy, completeness, and legibility before being forwarded to USAFI headquarters. Requests for information about the off-duty education program should likewise be forwarded to the post I&E officer. The post I&E officer should make these services available to all personnel at class I and IV installations and station complement personnel at class II installations and where circumstances permit, should give assistance to Army Ground Forces and Army Air Forces units on the post.

145. Funds and Materials

The post information-education officer should be familiar with directives and local policies governing the use of funds for the procurement of information and education materials, and should initiate requests for funds when they are needed. He should maintain

his own record of funds expended for the information and education program, and present budgets quarterly.

146. Assistance to Table of Organization Units

Army Ground Forces troops are stationed on many posts for training or other duties. While such troops have their own information-education personnel, either primary or additional duty, the post information-education officer should offer his assistance, keeping them informed as to his plans and specific programs. Where feasible he should arrange for their attendance at off-duty information and education functions, such as discussions, forums, orientation dramas. The daily and weekly news summaries of the post information-education officer may be made available to the information-education officers of other units of the post. This liaison and assistance should be extended to the educational reconditioning officer on duty with the patient personnel of the station hospital.

147. Post Newspaper

If there is a post newspaper, the information-education officer is also responsible, wholly or in part, for its supervision and operation.

Section VII. INFORMATION FILES

148. Purpose of Information Files

The effectiveness of the I&E officer as a staff officer depends in part upon his ability to provide information on a wide variety of subjects, or to tell others where such information is available. He need not possess exhaustive scholarship in any field. It is imperative, however, that he have a specific plan for gathering and organizing the many documentary and other materials by which he functions. The information files he accumulates over a period of time should—

- a.* Provide him with a constantly broadening source of background materials.
- b.* Be so arranged and catalogued that various items are readily identifiable and accessible to him or to any information-education officer who may succeed him.

149. Contents of Information Files

Quality rather than quantity should be the keynote in building up information files. A small amount of carefully selected materials conveniently filed is more useful than a great bulk of materials haphazardly arranged. The final test of a file, large or small, is whether items of information contained in it can be located readily. It must be a continual operating aid as well as a repository.

150. Primary Sources of Information Materials

The following materials are suggested as essential for the information files of the information-education officer. The extent to which information is acquired and an information file maintained at a particular echelon should be determined by conditions such as mobility of the headquarters, physical separation from the next higher headquarters, and the policy of the next higher echelon regarding the determination of information themes and selection of topics. In any event, the information files of the information-education officer at the regimental level should enable him to operate independently, should the need arise.

The following categories represent a starting point in the gathering of a useful body of information materials:

a. Army Talk, Fact Sheets, books, pamphlets, and maps included in the several Orientation Issues of the War Department.

b. Similar materials issued by theaters and other high headquarters.

c. Certain USAFI textbooks and education manuals, especially those on history, geography, and other social studies. These are in addition to USAFI textbooks used in displays and in enrolling students.

d. Back issues of daily and weekly news summaries.

e. Back issues of YANK, theater newspapers, and other Army periodicals.

f. Back issues of NEWSMAP and other maps issued by theater or other headquarters.

g. G-2 (or A-2) reports, such as Intelligence Bulletins or other publications released for general use.

h. Back issues of the DIGEST.

i. GI Roundtable pamphlets.

j. Back issues of "What the Soldier Thinks," and copies of War Department Pamphlets No. 20-3, Guide to Use of Information Materials; 20-5, Absence Without Leave; and 20-6, Command of Negro Troops.

k. Materials, including notes, which the information-education officer and his enlisted assistant acquired while students in a school or course for the training of information-education personnel.

151. Other General Sources

To these should be added materials from any other sources, such as the following:

a. GOVERNMENT PUBLICATIONS. Various agencies of the Federal Government publish pamphlets and reports related to their func-

tions. Many of these are available without cost from the agencies themselves, or from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at nominal cost. A catalog of these publications is available from the Superintendent of Documents: Monthly Catalog of United States Government Publications, which may be obtained for \$3.25 a year, paid in advance.

b. **COMMERCIAL PUBLISHERS.** The catalogs of various civilian publishers, obtainable on request to the publishing houses, are helpful to information-education officers when selecting new books to be purchased.

c. **THE INFANTRY JOURNAL**, published under official auspices (1115 Seventeenth Street, N. W., Washington, D. C.). This periodical serves as agent for many civilian publishers, and also sponsors the publication of books that are particularly suited to the needs of information-education officers. Current issues contain lists of books and pamphlets which its editors recommend. Certain other service periodicals provide similar sources of information material.

d. **CIVILIAN PUBLIC SERVICE ASSOCIATIONS.** Many organizations of nonprofit character publish books and pamphlets which are available at reasonable prices. Included are organizations concerned with foreign affairs and international relations and with economic and sociological subject areas.

e. Except for the Government publications, the sources mentioned above are only suggestions and do not imply War Department indorsement of these or similar materials. The information-education officer must evaluate for himself the authenticity and impartiality of such sources, and determine the use he plans to make of them. Each item from a civilian source should be evaluated as well as the source itself.

f. The information-education officer should make sure that materials from civilian sources which he uses do not violate the Soldier Voting Law or other pertinent directives.

152. Sources of Information Within a Unit

a. **COOPERATION OF INDIVIDUALS.** Within the unit itself, many officers and men are likely to possess or receive regularly books, newspapers, and magazines. Often these are available to the information-education officer on loan or as gifts, when it is known that he can make use of them. The information-education officer should encourage the owners of periodicals to send him clippings pertaining to a designated list of subject areas. Extracts of letters men receive from home or from friends in other theaters often contain information of general interest, although such material should

be supported by information from verified sources before being regarded as useful or important.

Cooperation of individuals, such as that described above, should be made a matter of record by the information-education officer, in order to assist his planning of future programs. This record is especially useful if maintained as a card file containing entries similar to the following:

Blaufield Henry (Pfc) G Company (2d Plat)	<i>Major Interest</i> CHINA
<i>Publications available</i> NEWSWEEK N. Y. Times (Sunday)	<i>Agrees to (check):</i> Clip periodicals Give periodicals

Company information-education officers may assist in locating information sources among the personnel of the command by means of announcements posted in company War Information Centers, informing the men as to the type of materials desired from time to time.

b. OTHER UNIT SOURCES OF MATERIALS. (1) *Postoffice.* The local APO ordinarily accumulates second class matter which has been declared undeliverable by the postal officer. Information-education officers frequently request postal officers to forward such materials to them rather than destroy them as waste. From this source, an information-education officer overseas may acquire several bags of newspapers and magazines monthly. These may be clipped and the clippings arranged for filing by volunteers.

(2) *Army libraries.* The local Army library, besides being a most valuable reference source, ordinarily has a trained librarian whose advice may be sought before ordering materials from any of the governmental and civilian sources mentioned above.

c. MISCELLANEOUS SOURCES. (1) Information-education officers of other units stationed in the locality may be interested in a plan for exchanging source materials or information regarding such materials. Coordination with the information services of Navy and Marine Corps units and installations is likewise recommended. This coordination should be accomplished through military channels.

(2) Embassies, legations, and consular offices of the United Nations are frequently able to provide information and materials on a loan or gift basis. It is essential that arrangements for procurement of such materials be made through military channels.

153. Techniques of Research

a. Assembling and organizing source materials into an orderly file is one thing; making full use of the information on file is another. It is not required that the I&E officer's knowledge of research procedures approach profound scholarship. Two skills, however, are essential for effective use of information files:

(1) He should know the filing system in effect sufficiently well to enable him to locate all materials pertinent to the subject upon which he is working.

(2) He should be able to evaluate the importance, reliability, or impartiality of each item of information that is available.

b. EVALUATION OF INFORMATION MATERIALS. War Department Pamphlet No. 20-3, published primarily for Army editors, contains much material that can help the I&E officer in evaluating his source materials. There are numerous commercially published books and other studies that can help him acquire skill in the evaluation of materials. Since truth is the chief stock-in-trade of the I&E officer, he will be well repaid by careful study of anything that helps him discern fact from rumor, recognize enemy-inspired information as such, understand and draw conclusions from diverging editorial opinions on identical subjects, judge the reliability of an author, or develop a kind of sixth sense as to what is authentic and what is not. A simple set of rules should guide his examination of all materials from his files or elsewhere, considered for use in information and education programs:

(1) Information known to be false must not be used.

(2) When there is doubt as to the authenticity of certain information, its use is valid only if troops are duly cautioned regarding its reliability.

(3) Personal opinions and prejudices should not influence his selection or rejection of information otherwise suitable. His ability to recognize truth, in fact, depends in part upon his ability to analyze material with a judicial mind which, for the moment, acts independently of its owner's emotions or subjective attitudes.

(4) Inaccuracies, impartial coverage of any subject on which important differences of opinion are common, or other evidences of "stacking the cards" will soon return to plague him. The discussion periods themselves tend to expose shortcomings of this nature. Rarely does a platoon lack at least one individual who is unusually alert for inaccurate or biased information, and who will promptly point out and question it. While the discussion leader may sometimes prove to be the person at fault, the responsibility inevitably lies with the unit I&E officer. Continued examples of such difficulties throughout a unit will soon nullify the effectiveness of the orientation training program.

CHAPTER 4

INFORMATION AND EDUCATION PROGRAM IN ARMY AIR FORCES UNITS (IN UNITED STATES)

Section I. AAF INFORMATION AND EDUCATION PROGRAM IN GENERAL

154. Organization and Policies of Army Air Forces

In the Army Air Forces in the United States, the information and education program is conducted by the various AAF commands (training, air transport, air technical service, proving ground, air tactical center, personnel distribution), and by the Continental Air Forces (which currently includes the 1st, 2d, 3d, and 4th Air Forces and Troop Carrier Command). AAF policy control and staff supervision are functions of the headquarters AAF (AC/AS, Personnel). Commanding Generals of the Continental Air Forces and AAF Commands are responsible for operation of the information and education program, as prescribed by War Department and AAF regulations. The information and education program is a direct operating responsibility of all AAF commanders, to the lowest echelon. The information and education program as described in the earlier chapters of this publication is basically the same for Army Air Forces installations and units. This chapter chiefly concerns variables in procedures due to differences in organization and in mission. Many of the procedures suggested for posts, camps, and stations are applicable to air bases.

While the required orientation period is basic in the AAF information and education program, the policy of the Commanding General, Army Air Forces, stresses the importance and development of voluntary, or off-duty, programs employing all available information and education media. Every opportunity should be used to bring pertinent information to troops and make educational opportunities available to them, adapting the medium and the content of the materials to the background and experience of the soldier, so that each soldier will have a full understanding of his role in the war and a sense of purpose. Such information themes as "The AAF takes care of its own," "The AAF team," and the individual importance of every AAF teammate, are appropriate to be used as supplements to the prescribed orientation hour. Off-duty education

programs are particularly desirable in the Army Air Forces. The basic policies described in this manual apply to the Army Air Forces, and the methods suggested for the implementation of these policies should be followed so far as feasible, and in conformity with AAF regulations.

155. AAF Training Command as a Pattern

In the following pages, the program of the AAF Training Command is given in considerable detail, since in general it offers a pattern for information and education activities throughout the Army Air Forces. In other Army Air Forces units and installations, this program may be varied to meet local conditions and should conform to directives issued by other commands and the numbered Air Forces.

The AAF Training Command, currently consists of five subordinate commands: three flying training commands and two technical training commands. Within these commands are some 140 bases, contract pilot schools, and factory schools located in all parts of the United States. At each of these a particular type of Army Air Forces training is conducted. Each base presents three categories of personnel for whom information and education programs are conducted:

- a. Officer personnel.
- b. Permanent party enlisted personnel.
- c. Trainee personnel (officer, cadet, and enlisted).

In addition, a special program is provided for returnee personnel during the first 48 hours they are on a station.

An information and education program is prescribed for each of these categories, consisting of two phases in each case: compulsory phase and supplementary phase. The compulsory phase of orientation is that which is prescribed by War Department directives. The supplementary phase is voluntary in character and provides an interesting and important leisure-time program.

156. Variables Which Affect Operation of I&E Program

Information-education officers at air bases should recognize certain variable factors peculiar to this type of installation, which affect the planning and operation of the I&E program.

a. **SHIFT OF PERSONNEL.** Training command programs of training do not permit formation of permanent units which are trained and accompanied overseas by the same officer personnel. Periodically, all personnel change stations so as to give or receive new or additional training. This process prevents the formulation and

use of a type of program currently employed by units of the Army Ground and Service Forces.

b. STAGGERED DUTY HOURS, making it impracticable, even if it were desirable, for an orientation training period to be held simultaneously throughout the base.

c. EXIGENCIES OF THE WORK LOAD, which frequently require extended duty periods in order to meet unforeseen production and training necessities, thus disrupting normal I&E schedules.

d. DIFFICULTIES DUE TO LARGE SQUADRONS, with a lack of qualified supervisory squadron officer personnel.

Section II. INFORMATION AND EDUCATION PROGRAM AT A BASE

157. Organization of Permanent Party Personnel

The permanent party personnel of an air base, which is on an allotment rather than a Table of Organization basis, is organized into several squadrons, which vary in size from less than 100 to 1,000 or more. Each of these squadrons is functionally different from the others. The personnel of one squadron, because of a difference in function, or because of a difference in personal background, may represent different interests from the personnel of adjacent sections. While the basic objectives of orientation are the same for all, the approach to these objectives may differ widely. The interests of personnel in an administrative squadron, for example, may differ from those of personnel in the several other squadrons. The challenge to information and education personnel is to adapt the basic material used in orientation to the personnel comprising the various squadrons.

In many ways, the responsibilities of the base information-education officer resemble those of the information-education officer of a large post in the Army Service Forces where post personnel are engaged in widely diversified functions. Organizationally, however, there is a fundamental difference. Whereas troops on an Army Service Forces post may be organized into battalions, companies, platoons, and detachments, on an air base they are formed into subordinate organizations (squadrons) which differ widely in size and composition. Each squadron has a squadron commander, adjutant and supply officer, but does not normally have officers corresponding to platoon commanders (as they are known in Army Ground and Service Forces units) to serve as discussion leaders. The work groups within a squadron are often in charge of noncommissioned officers who are quali-

fied in the technical fields represented by the functions of the squadron.

158. Orientation Training Period for Permanent Party Personnel

A normal orientation period for permanent party personnel provides not only time for group discussion or a short address by competent military or civilian personnel, a talk by the commander, and a news summary, but occasionally time for the showing of a short information and education motion picture. The AAF WEEKLY DIGEST, although not prescribed for orientation training periods, often contains not only significant combat footage, but also material which frequently serves as a basis for group discussion.

Because the officer-man relationship in a platoon is weighted on the administrative side and is light on the personal command side, it is important that orientation periods provide an opportunity for the squadron commander to meet his men on an informal basis and discuss with them problems of command (pride in outfit, their relationship to the war effort, etc.) and bring to the men that sense of leadership which the unit commander in Army Ground and Service Forces finds ample opportunity to exercise during the normal program of military and disciplinary training. In providing time in the orientation period, however, for a discussion by the commander, the temptation to permit the allotted period to deteriorate into a discussion of mere administrative or personnel problems should be firmly resisted. There are normal military channels for such matters—through the adjutant, chaplain, or the personal affairs officer. Nor should the orientation period be devoted to phases of military training, (malaria control, chemical warfare, first aid, V.D., reading of the Articles of War, etc.), which have no appropriate place in orientation as it is defined in War Department directives.

Flexibility of program is desirable in order that a wide variety of situations may be met. An appropriate film may be used at the opening of the period, so as to capture the attention of all those present, or it may follow the news summary and lead into the discussion. The judgment of the information-education officer will be influenced by the nature of the news for the current week, and by the value of the current film as a visual aid to the discussion. Army Talk and other appropriate War Department materials should be used extensively and adapted to local needs.

Every effort should be made to plan the program as a cohesive whole rather than a series of unrelated parts. Thus, even as the news of the past week is brought into perspective and summarized

into an understandable picture in the news summary, so the news preparation and topic discussion should, whenever possible, refer to appropriate portions of the AAF WEEKLY DIGEST films. The orientation program should be appropriate for and pertinent to the particular group to which it is addressed.

While time allotted to the weekly news summary may be limited, it is essential that news which is given have an interpretive background rather than that it be straight news reporting.

Group discussion should be led in a manner which will give personnel a well-rounded view of a single subject rather than scraps of information on a variety of subjects.

159. Decentralization of Responsibility

Each squadron commander will appoint an officer who, under the guidance and supervision of the station information-education officer, will be responsible for the efficient operation of the orientation programs within the squadron. In case this officer is so burdened with administrative duties that he is unable to devote the time and effort required to establish and maintain an effective squadron orientation program, he will appoint a qualified and interested officer or noncommissioned officer to carry out the squadron orientation duties, under the direct supervision of the station I&E officer. This officer or enlisted man should have a number of enlisted assistants, the number depending upon the size of the squadron. Each assistant is assigned to a flight or platoon of the squadron to conduct the discussion period. These enlisted assistants are also responsible for other information and education activities within the squadron, including maintenance of the squadron day room (or orderly room) War Information Centers, promotion of off-duty education, and other parts of the supplementary phase of the information and education program.

160. I&E Council

Squadron information-education officers (or noncommissioned officers) and their enlisted assistants constitute the base I&E Council, which is supervised and directed by the information-education officer. The council meets once a week, or as otherwise directed by the base I&E officer, and the meeting follows the pattern described for the weekly briefing conference. Ground school instructors conducting orientation meetings for cadets should take part in the weekly council meetings, and occasionally persons whose experience is valuable may be invited to attend. The greater part of the time should be devoted to conducting and discussing a

sample program which will be reproduced by council members at their respective squadron orientation meetings. Each member should have an outline of the program for the forthcoming period. Other information and education matters should be presented briefly for consideration, so that the base information-education officers have full information from the council members on all matters pertaining to deficiencies of past meetings and possibilities for future meetings. Either at the council meeting or later, the base information-education officer usually points out to the various squadron I&E officers and their assistants ways in which the weekly discussion can be adjusted to the particular interests of their squadrons.

161. Conducting Orientation Training Within Squadron

The orientation period should seldom be conducted for the squadron as whole, if the size of the group is large. Personnel should receive orientation in small groups, the size of the group varying according to the work schedules, but not to exceed 75 persons. By means of a succession of orientation periods spread throughout the week, personnel from the squadron are sent to one or another of the meetings, so that within a week, every individual has attended one orientation period. Squadron orientation schedules are arranged by the squadron commanding officer or adjutant, with the cooperation of the base I&E officer.

If, due to heavy work load, it is impracticable for men to be withdrawn from their jobs, assembled and marched to the regular orientation meeting place, time can be saved by giving orientation in the shop, hangar, or other place where the men are at work. Portable maps and voice amplification equipment should be utilized and the entire operation carefully planned in detail.

162. Orientation for Officers

Current directives of the training command outline the orientation periods for officers which follow, in general, the normal pattern. They should be attended by the base commander or his executive officer, who should take this weekly opportunity to talk informally with his officers for a few minutes.

163. Orientation for Trainees

Trainee personnel enrolled in courses at the various air bases receive their orientation training as part of their normal instructional program, but the content of the program, as described in pertinent directives, and its general supervision, remain the responsibility of the base information-education officer. He should

visit classrooms frequently and observe the orientation meetings, assisting instructors in correcting deficiencies. The instructors should attend the weekly meeting of the I&E Council and be briefed together with squadron information-education leaders. If the ground school is a large one, or if it is not practicable for instructors engaged in trainee orientation duties to attend the weekly session of the station I&E Council, a separate ground school I&E Council may be set up. The base information-education officer should conduct and supervise the council meeting in a manner similar to that used at the regular I&E Council meeting.

164. Orientation for Newly-inducted Personnel

Considerable latitude for local adaptation of the information-education program is permitted under the directives of the training command. Only in the case of newly inducted troops undergoing basic training is a fixed program prescribed. This exception is made so that basic trainees will receive a uniform initial orientation program upon which subsequent programs may be built. The initial phase of orientation consists of 1 hour a week for 5 or more weeks, and includes—

a. Information about Army Air Forces as a team, the mission of the Training Command, the need for conscientious, willing performance in whatever job the trainee is assigned to, and the importance of orientation in the United States Army, as compared with enemy propaganda.

b. Discussion of backgrounds of the war.

c. Showing of the first three of the War Information Films, each showing preceded by introductory remarks, and followed by discussion.

As the trainee proceeds from basic training into intermediate and advanced training (preflight, primary, basic, and advanced flying or technical schools) his orientation progressively builds upon that received previously. Upon graduation from an Advanced Training School, he should be thoroughly informed in the six primary areas of information, and should have received particularly information which is related to combat and will increase his desire for combat. In on-the-line training and reserve pools, orientation resembles that prescribed for the permanent party personnel, except that for on-the-line trainees and trainees in reserve pools, 1 hour a month is devoted to specialized morale problems of this personnel, with emphasis upon the reasons for this type of training and explanation of the military necessity lying behind any change in the flow of trainees.

165. Orientation for Personnel Returned from Combat

Special attention should be given to personnel returned from combat. (See AAF Manual 35-5.) Every effort should be made to bring about the rapid absorption of such personnel by the squadron to which they are assigned and to assist in their adjustment to their duties as permanent party personnel.

A special program for personnel returned from combat reporting to stations from the AAF Personnel Distribution Command aids in this process. The program includes information concerning mission, organization, and installations of the training command, policies of the training command, and the operation of the rotation plan for Army Air Forces personnel.

A conducted tour of the station assists in physically orienting new arrivals. It is desirable for the commanding officer of the base, or a member of his staff, to welcome each group of returnees, and to lay the foundation for the pride which they will develop in their new outfits. Returnees are usually assigned to their new organizations within 48 hours, and from then on receive orientation in the normal program of the base.

Selected returnees, whose combat experiences are interesting and useful and who are competent to speak effectively, should be used as discussion leaders from time to time. The discussion leaders in this category should be selected with care, so as to insure that they have the proper conception of and interest in the information and education program. In many instances, the use of returnees has been developed even further by arranging for men returned from combat who are stationed at nearby installations of Army Ground and Service Forces to visit the base and describe how their combat operations coordinated with those of air units, thus enlarging, for personnel of the base, the scope of the knowledge of coordinate arms and service.

Section III. SELECTION, TRAINING, AND DUTIES OF I&E PERSONNEL

166. Selection and Training of Officers Returned from Combat

The primary duty I&E personnel at a training command base consists of a minimum of two I&E officers, and an appropriate number of enlisted assistants. The appropriate military occupational specialty number for information-education officers is 5004. It is the practice to appoint as one of the base I&E officers an officer who has returned from overseas, with combat flying experience where possible. Officers returning through redistribution stations

of Army Air Forces are carefully screened and interviewed at training command and lower echelon command headquarters. Those who are particularly qualified by background and interest are assigned to a station for a period of in-service training. This period is in the nature of an apprenticeship under a qualified information-education officer and gives the returnee practical on-job training. This period lasts about 4 weeks, varying with the aptitude of the individual, and is followed by assignment as an additional information-education officer at that or another station. After a further brief period on full information and education duty, many of these officers, as quotas are available, are sent to the training establishment approved by the War Department for the training of information and education personnel. Here they receive extensive instruction in the principles and practices of the information and education program, and are then normally returned to their proper stations, or are assigned to vacancies in other commands or air forces.

Returnee officer personnel are especially valuable in the information and education program since they bring to it rich combat-experience and an understanding of the realities of the information and education program as it "pays off" in the field. This background assists them in preparing trainees for the conditions they will meet in combat theaters. Likewise, returnees who have successfully adjusted themselves to new roles in the training command are able to help other returned-from-combat personnel in their adjustment to new jobs.

167. Appointment and Duties of Enlisted Information and Education Base Personnel

Enlisted personnel essential to a successful base information and education program include an historian (information specialist), a visual aids expert who is competent in making and marking maps, a motion picture projectionist charged with the maintenance and use of motion picture equipment, a clerk typist, and a chief clerk who performs administrative duties and who is competent to train discussion leaders. So far as practicable, these men should be returnees or men unqualified for oversea service. Their appropriate military occupational specialty number is 2274 (information-education specialist).

168. Responsibility for Off-duty Education Program

A major responsibility of the base information-education officer is to provide full opportunity to all military personnel to participate in the off-duty education program. One of the base information-

education officers should be particularly concerned with making this program effective. The wide range of opportunities available through the U. S. Armed Forces Institute should be explained to all personnel, using the various information media available at the base. The soldier, except while in basic training, should have every chance to improve his position in the Army through individual and group study, to advance in his civilian education program while performing military service, and to prepare himself for eventual return to civilian life. These educational opportunities, and the suggested method of organizing them so that all soldiers are aware of their opportunities and receive assistance in taking advantage of them are described elsewhere in this manual. Educational assistants should be appointed within squadrons, in general as they are appointed within companies, and an educational adviser should be appointed for the base.

169. Miscellaneous Duties of Base Information and Education

Indoor and outdoor War Information Centers, located to insure maximum use, are potent factors in the information and education program of the base. They should be maintained as described in section VI of chapter 2, and should be supplemented by War Boards (comparable to company War Information Centers) in the day rooms, orderly rooms, and barracks. Copies of NEWSMAP and other appropriate material should be posted on War Boards throughout the station. Hangars, post exchanges, bus stop shelters, and other places on the post where men work or congregate are appropriate locations for War Boards.

The base information-education officers are charged with complete supervision of the local information and education program, including that of tactical and service units stationed at the base. There should be frequent "spot-checks" of squadron programs and trainee programs. Particular notice should be taken of the effectiveness of the various group discussions. The content of each weekly program should conform to pertinent directives and to the program as planned in the Information and Education Council meeting. Base I&E officers should give individual assistance and training to those discussion leaders who need it. The check lists for informal inspections described elsewhere will be useful with such variations as local conditions dictate.

Section IV. COMMAND AND AIR FORCE HEADQUARTERS

170. Supervision of Information and Education Program

In headquarters of AAF continental air forces and commands, and

their subordinate commands, orientation meetings for officers and enlisted personnel are conducted in ways described for higher echelons. Training command and air force headquarters carry out the function of over-all supervision of the information and education program by frequent visits to subordinate headquarters and field installations. In addition, regional or command conferences of base information-education officers are called by I&E units of subordinate headquarters. Command and air force headquarters officers participate. These conferences are small, usually attended by officers from five or six stations, and are held informally at one of the stations where a good program is in operation, so that the conferees can profit by observation of another installation. Full opportunity is afforded for an interchange of ideas and helpful solutions of problems.

171. Publications

Headquarters of commands and air forces normally publish periodical training literature and bulletins which serve as a clearing house of ideas for information-education personnel in the field, and as a medium for disseminating interesting and useful information pertaining to the status of the information and education program. Other materials are published from time to time which aid information-education personnel. The base information-education officer should see that these materials are circulated among the additional duty information-education personnel of the base.

CHAPTER 5

INFORMATION AND EDUCATION MATERIALS AND SERVICES

Section I. PUBLICATIONS

172. General

The War Department currently publishes the following materials as a service to information-education officers:

a. NEWSMAP is published weekly in one domestic and several oversea editions. One side carries a map, or maps, of significant current military operations. On the other side is material that adds to the soldier's general knowledge. Newsmaps are posted in War Information Centers and on bulletin boards and are used extensively in troop discussion periods.

b. ARMY TALK is a pamphlet published weekly, as a basis for troop discussions. Each issue contains thorough coverage of an important subject.

c. GI ROUNDTABLE PAMPHLETS are designed especially for use in off-duty discussion programs. They are prepared under War Department sponsorship by outstanding civilian authorities.

d. ORIENTATION KITS are published from time to time and contain basic reference library materials and orientation maps, some of which are waterproofed. Supplementary kits are issued from time to time.

e. WHAT THE SOLDIER THINKS is a monthly digest of War Department studies on attitudes of American troops. It is distributed through command channels to the company level.

f. WAR DEPARTMENT PAMPHLET No. 20-3, "Guide to the Use of Information Materials," is a guide for the I&E officer in preparing material for Army newspapers, radio broadcasts, and other informational outlets.

g. THE I&E DIGEST is a monthly publication designed especially as a guide to commanders and their I&E officers, and contains up-to-date information and techniques of the I&E program.

h. POCKET GUIDES TO FOREIGN COUNTRIES are issued to soldiers while enroute to oversea destinations.

i. FOREIGN LANGUAGE GUIDES are pocket-sized pamphlets which aid the student in acquiring a basic knowledge of a foreign lan-

guage. They are issued by The Adjutant General (TM 30-300 series) in kits of 200 pamphlets and a set of phonograph recordings. Phrase books are also issued to soldiers in a variety of languages and contain the simple phrases which will assist the soldier in his relation with foreign peoples.

j. OUTFIT is a weekly periodical published for hospitalized soldiers returned from overseas, giving them news of their former outfits.

k. POSTERS, PAMPHLETS, ETC. are published from time to time, to aid the information-education officer in stimulating an interest in the off-duty phases of the I&E program. These materials include educational posters and film strips, and display announcements of the off-duty education program, for publication in Army newspapers.

173. Education Materials

These materials, including textbooks, catalogs, and instructional aids, are described elsewhere in this manual.

Section II. ARMY PERIODICALS

174. YANK, The Army Weekly

This publication is published in a domestic edition and several overseas editions. The editorial contents are prepared entirely by enlisted personnel. Basic editorial and feature material is shipped to overseas theaters in mat form. Each overseas edition consists of a stipulated number of pages of material provided in this way, supplemented by material prepared locally in the theater. The YANK staff in each theater also provides theater news to the editors at YANK headquarters who thus make significant news of all theaters available to soldiers throughout the Army. YANK is normally sold either by subscription or by single copy. Information-education officers at all echelons are specifically charged with encouraging the wide reading of YANK, and conducting subscription campaigns as planned by higher headquarters.

175. Theater Newspapers

Overseas theater commanders usually publish daily newspapers for circulation throughout their commands. These give troops timely and adequate coverage of news within the theater and provide news of the world through facilities of the Army News Service. The I&E officer at each echelon is responsible for promotion and distribution of the theater newspaper.

176. Camp and Unit Newspapers

a. GENERAL. The publication of camp and unit newspapers is officially encouraged throughout the Army. For each newspaper, the method of publication—letterpress, stencil, etc.—is determined locally, based upon the availability of equipment, personnel, and funds.

b. ESTABLISHMENT AND OPERATION OF A CAMP OR UNIT NEWSPAPER. Any officer or enlisted man may initiate a request that a newspaper be published by his camp or unit. Guided by current directives on this subject, the commander determines the action to be taken on the request. He will usually designate the I&E officer to study the need for such a paper, determine the publishing facilities available, and make appropriate recommendations. In estimating the situation the I&E officer should consider the following factors: strength of post or unit; news coverage by other local publications, military or civilian; availability of funds, printing facilities, and paper; availability for special duty of enlisted personnel qualified to operate the newspaper. If the decision is made to start a newspaper, a request for assistance and materials should then be addressed to Camp Newspaper Service (205 East 42d St., New York 17, New York), including the furnishing of information relative to the location (or APO) of the command, name of publication, method of reproduction contemplated, names and grades of supervising and operating personnel, number of personnel to be served by the newspaper, and frequency of issue.

c. CAMP NEWSPAPER SERVICE is provided in order to improve the quality and appearance of all Army Newspapers, and to furnish them with news and features of Army-wide interest. Technical services include the providing of Army Newspaper Editor's Manual, GI Galley, CNS Clip Sheet, Army Clip Sheet, civilian comic strips. Advice and assistance is rendered on request by direct correspondence. Details of the services rendered and the provisions under which camp and unit newspapers may be published are contained in War Department directives (currently War Department Circular No. 466, 1944, is basic).

d. SUPERVISION. The supervision of a camp or unit newspaper is normally charged to the information-education officer. He should coordinate his activities with those of the public relations officer. Editorial contents are prepared by enlisted personnel.

e. EDITORIAL POLICY. The enlisted editor should be allowed reasonable latitude in the selection and arrangement of contents and in the expression of editorial views. It should be remembered that the newspaper is published primarily for the enlisted men of the command. The final responsibility for the publication of facts and

opinion lies with the commanding officer. The I&E officer assists him in discharging this responsibility. All command decisions that result in withholding or postponing the publication of certain material, or that direct the publication of certain material not selected by the enlisted editor, should be based on specific War Department or theater policies, or be justified by immediate military necessity. Tact and discretion by the supervising officer in his relations with the editorial staff will usually result in mutually satisfactory settlement of questions relating to editorial policy.

Section III. ARMY NEWS SERVICE

177. General

Army News Service dispatches news daily overseas to Army, Navy, and Marine Corps units. For these dispatches, the staff of Army News Service selects, assembles, and compresses the salient items of each day's news received from the principal American news gathering agencies. By this process, factual coverage of important war, world, and domestic general news, including sports, is made available to troops all over the world. The methods currently employed in transmitting this news output are:

a. VOICECAST, WIRE, AND WIRELESS (OVER SIGNAL CORPS AND COMMERCIAL FACILITIES). These facilities provide—

(1) Several news summaries each day to all theaters.

(2) Special file of news and features, transmitted daily to the larger daily Army newspapers published by theaters and base commands, and to radio stations serving the network in such commands.

(3) Many shortwave newscasts daily for rebroadcasting, by radio networks in each theater.

(4) Special radio newscasts daily to certain theaters, to transports at sea, and to isolated land units.

(5) Special events, such as sports events of wide soldier interest, for rebroadcasting through facilities in the various theaters.

(6) Radio photographs for use in Army newspapers overseas.

b. AIR MAIL DELIVERY. Army newspapers and Armed Forces Radio Stations overseas receive this daily service. It consists of features written primarily for radio and public address systems, and those intended for use in newspapers and news bulletins. The features for radio are adaptable for use in newspapers, and those prepared for newspapers are adaptable for radio use. News pictures are also mailed weekly to Army publications overseas.

178. Dissemination to Troops

The daily news services described above reach the individual soldier overseas through radio receivers distributed by the theater commander and through individually-owned receivers; through unit information-education officers, who utilize the daily news programs received from Armed Forces Radio Stations as their main source of current news overseas and transmit it to troops by means of news summaries; through theater newspapers; and through camp and unit newspapers.

179. Special Coverage

In order that information-education personnel overseas may have adequate background material to assist them in preparing newspapers, other printed materials and radio broadcasts, Army News Service provides a wide range of special materials which would normally be accessible to the I&E officer when on duty in the United States. These materials are furnished to theater and other high commanders, and include—

- a. The most significant recent books on public questions.
- b. Leading magazines published in the United States.
- c. Editorial pages and commentator columns from newspapers, representing all shades of opinion and the major geographical divisions in the United States.
- d. Magazines of particular interest to women, for use in preparing publications designed especially for overseas women of the Armed Forces.
- e. Specially prepared materials for editors, radio program producers, and other I&E personnel; and materials prepared by special request of theater commanders on particular subjects.

Section IV. ARMED FORCES RADIO SERVICE

180. General

The Armed Forces Radio Service (a combined operation of the War and Navy Departments) provides members of the Army, Navy, Marine Corps, and Coast Guard overseas with information, education, and entertainment radio programs comparable in scope to the facilities available to listeners in the United States.

181. Types of Activities

The activities of Armed Forces Radio Service include the following:

- a. Assistance to theater commanders in the establishment and

technical operation of Armed Forces Radio Stations.

b. Broadcast by shortwave of radio programs from the United States for rebroadcast by AFRS outlets in all overseas theaters, or for direct shortwave reception.

c. The shipping by air transport of radio program transcriptions to overseas points, where they are included in broadcasting schedules of Armed Forces Radio Stations and certain foreign commercial and government stations within reach of American forces, or are played over sound installations of overseas camps and units.

182. Armed Forces Radio Stations

Each overseas theater headquarters maintains an Armed Forces Radio section. Armed Forces Radio Stations are established as needed within the theater to insure adequate radio reception by personnel on duty therein. The Armed Forces Radio Stations may operate as theater networks, in which case technical operations are similar to those of multistation hookups employed in civilian broadcasting in the United States; or they may operate as individual stations. In general, AFR Stations operate on frequencies in the standard U.S. broadcast band (between 550 kc and 1,500 kc). Control of the stations by theater headquarters varies in the several theaters.

183. AFRS Broadcasts from United States

The programs broadcast shortwave by AFRS include: newscasts and news summaries; educational and war information programs; musical and variety programs, produced by AFRS or taken from commercial and other broadcasts regularly heard by the American public, with advertising continuity deleted; and special events of great audience interest. The shortwave broadcasts of Armed Forces Radio Service are intended to reach the following:

a. Armed Forces Radio networks or single stations, for rebroadcasting to members of the Armed Forces in each theater.

b. Personnel in isolated areas not reached by Armed Forces Radio Stations, and whose equipment is capable of direct reception of shortwave broadcasts.

c. Ships at sea in all theaters of operation, for playing over sound installations.

184. AFRS Transcriptions

Armed Forces Radio Service sends many program hours of transcriptions per week, by air transport, to each overseas theater. A number of pressings packaged in the form of weekly program units are shipped to each theater, where they are distributed to broadcast

outlets. By means of circuit-routing systems, each program unit circulates among designated AFRS Stations and sound installations, insuring wide audience coverage and the most efficient use of each transcription.

185. Determining Content of Radio Programs

The type and content of both shortwave and transcribed programs reflect known preferences of members of the Armed Forces. Analysis of "fan mail" from overseas and other samplings of general opinion enter into the planning of the total program output of Armed Forces Radio Service.

186. Distribution of Radio Receivers

Responsibility for distribution of radio receivers is established in each theater by the theater commander. The allocations within the theater are based on the needs of troops so that those in isolated situations may be assured adequate radio reception. Information-education officers in all echelons overseas should be prepared to make recommendations to their commanders regarding the distribution of receivers allotted to the command, giving special attention to the needs of troops who because of isolation may require additional receivers to facilitate their reception of news and other features.

Section V. MOTION PICTURES IN INFORMATION AND EDUCATION PROGRAM

187. Use of Motion Pictures

Motion pictures constitute one of the most effective methods of providing information to troops. The I&E officer should not only insure that motion pictures are shown as required by War Department directives, but should also be alert to the possibility of obtaining and showing other films, both military and civilian. Liaison should be maintained through channels with educational services* officers of the Navy when naval installations are in the vicinity, so that exchanges of military and naval films may be arranged. Film catalogs published by the War Department should be part of every I&E officer's library.

188. War Information Films

War Department directives prescribe that certain War Information Films* will be shown to all military personnel. These currently

consist of the *Why We Fight* series of seven films, and four films in the supplementary series. Additional films are announced by War Department directive and are listed in FM 21-7. War Information Films are produced in both 35-mm and 16-mm in the United States, and in 16-mm only overseas. Initial distribution in the United States is through the War Department theaters, in 35-mm size; and subsequent distribution is through service commands, in 16-mm size. Overseas, distribution is through theater (and comparable) commanders. The I&E officer should insure that all personnel of his unit see these films, where required by War Department directives. In addition, he should determine from time to time whether officers and men wish repeat showings on a voluntary basis, and arrange for these.

189. GI Movie Weekly

These consist of films to be shown in off-duty hours. They are not currently circulated in overseas theaters. They provide information that increases the soldier's comprehension of current events, history, and other subjects related directly or indirectly to the I&E program, as well as providing entertainment for troops for whom standard paid admission film entertainment is not regularly available. Each issue of GI Movie Weekly is a 45-minute program in 16-mm size only. Army-Navy Screen Magazine is included in alternate issues. Within the United States, GI Movie Weekly is distributed, under control of the appropriate command, on circuits which are designed to accomplish a first run play-off within 8 to 12 weeks. After completion of the various circuits GI Movie units are available on loan to general hospitals, staging areas, ports of embarkation, and other installations specified from time to time. War Department theaters may not be used for showings of GI Movie Weekly, nor are paid admissions authorized. They may be shown only to personnel of the Armed Forces, except in certain specified instances.

Display posters, printed in colors, announce the contents of forthcoming GI Movie Weekly programs. These posters are distributed in advance under separate cover, and should be imprinted with local data, and distributed throughout the unit. The I&E officer also should determine the routing of each film throughout the unit, and insure that facilities are available for showings within the organizations of the unit. When the local circuit has been completed for each film, it should be promptly routed to the unit next on the circuit. The I&E officer should insure that within each organization receiving the weekly film, there is a competent man who will take charge of it and run the projector. Projectors

are available on loan from the Signal Corps, which is also charged with upkeep and repair of motion picture equipment.

The I&E officer should preview each GI Movie Weekly film before it is released so that he will be familiar with the contents and be able to comment, at the weekly briefing conference, on portions of the film which may bear on discussion topics.

190. Army-Navy Screen Magazine

This magazine is issued every 2 weeks in 20-minute news reel form. It portrays especially activities of the Armed Forces, and reports recent developments on the home front. It assists troops in understanding both enemies and allies. It is distributed through War Department theaters in the United States in 35-mm size, and also is included as part of GI Movie Weekly in 16-mm size. Overseas, it is circulated by being attached to a feature entertainment film.

191. Army Education Program Films

These films are designed for showing when hostilities cease in any theater and the expanded Army Education Program becomes effective. They are distributed in 16-mm size. The series of film gives to officers and enlisted personnel information about the Army Education Program, assists them in determining the kind of educational training best suited to their needs, gives them advice in getting and holding a job, and presents background material for the education program. These films are distributed as determined by theater and comparable commanders.

192. Training Films

Many Training Films and Film Bulletins listed in FM 21-7 are suitable for use in the information and education program. When training for duty with a particular arm or service, troops ordinarily have no occasion to see films designed for the training of troops of other arms and services. Training films, therefore, may give troops a broader comprehension of the contribution made by all arms and services to the total military effort. Many of the technical films may also serve to improve the skills of men who are engaged in on-job training under the Army Education Program.

193. Commercially Sponsored Films

These films may be shown provided their selection and showing conforms to existing War Department policy. Reference is made to AR 210-390, and (currently) section II, War Department Circular No. 235, 1941. Information concerning commercial 16-mm films of an educational character is currently available from the Information and Education Division, Army Service Forces.

CHAPTER 6

FUNDS; PROCUREMENT AND DISTRIBUTION OF MATERIALS

Section I. HOW I&E OFFICER OBTAINS MATERIALS

194. Normal Sources of Supply

The I&E officer obtains the materials and services he needs in one of the following ways:

- a. By automatic distribution from the War Department, theater, or other headquarters.
- b. By requisition or request through military channels, except that individual enrollments of USAFI are made directly by the individual to USAFI or a branch and textbooks are sent directly to the individual.
- c. By purchase on the open market, or use of reverse lend-lease, through the proper military agent.
- d. By gift.

Before seeking to obtain materials by requisition or purchase, the I&E officer should ascertain what materials and services he should have received through automatic distribution. If he has not received these materials and services, and still needs them, he should forward a requisition or request through military channels to the proper source of supply. If he needs additional quantities, he should follow the same procedure.

In addition to automatic issues, there are certain I&E materials to which he is entitled but which are issued to him only as needed, on requisition or request.

The I&E officer should examine carefully the pamphlet *Information and Education Materials and Services*, which was published in the DIGEST for July 1945, and revisions as published, and satisfy himself that he has on hand, or may obtain, I&E materials to which he is entitled, or which he needs. This pamphlet describes each item (except textbooks and certain other education materials listed in USAFI catalogs and other USAFI publications), and the use for which it is intended.

195. Supply From Other Sources

From time to time, he will need additional materials which are not I&E materials, but which are normally supplied by other War

Department agencies or their field installations. Examples of these are Field and Technical Manuals and foreign language kits obtainable from The Adjutant General, metal tubes for map storage from the Corps of Engineers. Officers of the technical services can inform him about other items which the technical services may make available. These he should requisition through military channels, with justification as required. If a technical service states that a desired item is not available, the I&E officer should include that information in a statement of nonavailability when requesting that the item be purchased on the open market. Publications of the War Department which are distributed by The Adjutant General cannot be purchased on the open market, but certain of them are available through the Superintendent of Documents, Government Printing Office, Washington, D. C.

Section II. USE OF FUNDS IN UNITED STATES

When desired items are not available from any military source, the I&E officer may request that funds be approved for purchase of the items desired, and that purchase be made. In requesting that funds be made available, he should determine which kind of fund is proper in each instance. The following funds are available:

196. Appropriated Funds

These funds are appropriated by the Congress for specific military purposes. One type of appropriated funds is: *Welfare of Enlisted Men Funds (WEM Funds)*. These funds are appropriated by the Congress for the welfare of enlisted personnel of the Army. They are administered by the Commanding General, Army Service Forces (for Army Ground and Service Forces), and by the Commanding General, Army Air Forces. Expenditures for I&E materials and services under these funds are approved by the Director, Information and Education Division. Information and Education allotments are made under Project 102. In the case of Information and Education, funds are suballotted to Army Air Forces, and to service commands for posts, camps, and stations. Requests for WEM funds for information and education materials and services, therefore, should be addressed to the Commanding General, Army Air Forces, or to the Commanding General, Army Service Forces. In the case of Army Service Forces units, such requests will channel through the post commander, service commander, Commanding General, Army Service Forces, for approval. Those requests originating in Army Ground Forces units will be forwarded to the post commander, service commander, Commanding General, Army Service Forces, for approval. Re-

quests from Army Air Forces units will similarly be forwarded through channels to the Commanding General, Army Air Forces. Requests should be signed by the local commander, and should state the specific amount and purpose for which funds are requested, with detailed justification. If approved, funds will be made available by the Fiscal Director, Army Service Forces, in a specified amount and for a specified purpose, to the appropriate service command (or comparable air installation).

197. Nonappropriated Funds

These funds are acquired through various revenue-producing military activities, and through gifts.

At each post, camp, or station there is a Post Trust Fund, which is a holding fund for the receipt and distribution of monies received from the Army Exchange Fund and from the U. S. Army Motion Picture Fund (War Department theaters). The Post Trust Fund is not used for procurement, but has as its purpose the distribution of its income to welfare funds of the post to be expended for the comfort, pleasure, contentment, and mental improvement, and general welfare of military personnel. After monthly mandatory distributions of this nature are made, it turns the remaining balance, if any, into the Army Central Welfare Fund, which is used for making grants to welfare funds of posts which do not have adequate welfare funds.

There are three kinds of welfare funds which receive allotments from the Post Trust Fund, all of which are available for expenditures for I&E materials:

a. **CENTRAL POST FUND.** This is to be spent for the welfare of officers and enlisted personnel of the post, as distinguished from any particular unit or organization on the post. This fund receives dividends from the Post Trust Fund currently not exceeding 50 cents per person per month.

b. **HEADQUARTERS FUND.** This is a fund allotted to the headquarters of a battalion or comparable unit and to higher echelons. This fund is expended for the benefit of the enlisted personnel of the unit as a whole. The Post Trust Fund makes a monthly dividend to the headquarters fund of the parent organization of currently not more than 10 cents per enlisted man per month.

c. **UNIT FUND.** This is a fund allotted to organizations below the level of battalion or comparable unit. It is expended for the benefit of enlisted personnel of the unit to which the fund pertains. The Post Trust Fund makes a monthly dividend to this fund currently not to exceed 50 cents per man per month.

The Central Post, Headquarters, and Unit Funds may receive

additional dividends, under certain circumstances, from the Post Trust Fund, but not to exceed the levels established by AR 210-50.

Headquarters Funds and Unit Funds belong to enlisted personnel, not as individuals, but as groups. Their interests are represented by fund councils, of which the appropriate commander is the president. The funds are to be spent for the welfare of the enlisted personnel and in their best interests. These interests consist not only of activities which have quick emotional appeal, but also of the more serious interests, such as the interests men have in good reading and study, and in acquiring knowledge about the war and the peace. These activities, which often deal with intangibles, are as essential to the men as are those activities which have transitory value.

Information and education materials which are not essential to the training phase of the I&E program may properly be purchased from Central Post Funds, Headquarters Funds, and Unit Funds. Items in this category include materials for use in the off-duty education program, except that when Readjustment Regulations become effective, education becomes part of the training program and training funds may then be used. (See par. 5a, RR 1-1, and par. 4a, RR 1-4). Materials used for orientation dramatizations, lectures, off-duty discussions, and similar off-duty activities should be procured from these nonappropriated funds. The rental of commercial motion pictures for off-duty showing represents a proper use of nonappropriated funds, as does the purchase of books and magazines not essential in the preparation or operation of the orientation training program. Items which include critical war materials, such as motion picture projectors, should be purchased only when essential.

d. ARMY CENTRAL WELFARE FUND. This fund receives excesses of revenue-producing or welfare funds. It is governed by a council representing the three major forces, and the custodian is the Director, Special Services Division. It makes grants for specific purposes, notably to those central posts and unit funds which, because of location or other handicaps, require additional capital.

In making application for a grant from the Army Central Welfare Fund, the request is made by the council and should contain the information included in figure 5. Requests are forwarded through channels. If a request is approved by the Board of Directors of the Army Central War Fund, a check is forwarded to the welfare fund making the request.

In making application for local welfare funds to be spent for the procurement of I&E materials, the I&E officer should make a

formal request by letter over his own signature to the fund council of the appropriate welfare fund.

APPLICATION FOR GRANT FROM ARMY CENTRAL WELFARE FUND

Date _____

The custodian of the applicant fund with approval of the Fund Council hereby applies to Army Central Welfare Fund for a grant pursuant to AR 210-50. The following information is submitted in connection therewith:

1. Name of applicant fund _____
2. Organization to which attached (if not attached, so state) _____
3. Amount of grant requested _____
4. Strength of applicant per morning report on date of application: _____ officers _____ enlisted.
5. Are any changes in strength anticipated? _____
6. Present station _____
7. Duties of applicant organization (if applicant is a post fund and not an organization, describe the class of post and kinds of organizations housed) _____

8. Statement of net working capital, receipts, and expenditure for 6 months preceding application:

	<i>Net working capital at close of month</i>	<i>Receipts for month</i>	<i>Expenditures for month</i>
For the current month			
For the 1st preceding month			
For the 2d preceding month			
For the 3d preceding month			
For the 4th preceding month			
For the 5th preceding month			
For the 6th preceding month			

(For the current month show data for the number of days elapsed since close of preceding month and date of application).

9. If expenditures shown in paragraph 8 above, exceed 50¢ per man in any month, state any unusual expenditures which caused such amount to be exceeded. _____

Figure 5

Section III. USE OF FUNDS OVERSEAS

198. Appropriated Funds (Finance Department General Allotment (FDGA Funds))

These are funds which are allotted to a theater or task force commander overseas. They are sometimes suballotted by the theater commander to base commanders, but the control and decision as to their expenditures rests with the theater commander. The following policies, procedures, and suggestions pertain to the use of these funds:

a. The unit or organization requesting these funds must be overseas.

b. The funds, when approved, must be spent overseas; they cannot be used for making direct purchases from the United States.

c. FDGA funds may be spent for the training or the improvement of the welfare and morale of troops.

d. Requests for FDGA funds are made by the local commander in letter request to the commanding general of the theater or task force, and are forwarded through military channels.

e. A request may be disapproved as regards an allotment of funds, but may be approved for the use of reverse lend-lease. In the latter case, the requesting commander will be furnished a procurement authority, or similar credit instrument, and will be directed how to proceed.

f. After funds are available, procurement is accomplished by the purchasing and contracting officer of the unit.

g. The information-education officer, acting for the commander, should not make repeated small requests for funds, but should estimate his needs for 3 months or more and submit a consolidated request covering such period. The request should indicate the purposes for which funds are desired, but need not specify items in detail. The request should include a justification. If the sum allotted is more than enough to meet requirements, the unexpended balance will be withdrawn at the end of a stated period.

It is recommended that the information-education officer consult with the following officers and obtain their advice and guidance: (1) fiscal officer of his headquarters, or of the next higher echelon having a fiscal officer; (2) purchasing and contracting officer of his headquarters. This may expedite action, as procedures vary from theater to theater.

199. Nonappropriated Funds

a. CENTRAL POST FUNDS, HEADQUARTERS FUNDS AND UNIT FUNDS. It is contemplated under the regulations (AR 210-50) that

as rapidly as practicable, the nonappropriated fund system, as it exists in the United States, will be put into operation overseas. However, because of variations in theater organization and since many units are not stationed on posts, as they are in the United States, it frequently happens that post trust and central post funds are not available. Headquarters and unit funds, however, usually are in operation, augmenting their income by various means other than through post trust funds. The Army Central Welfare Fund, which operates for the benefit of all military personnel, may award grants to headquarters funds and unit funds overseas. In contrast with appropriated funds, there is no prohibition against a headquarters or unit fund making direct purchases in the United States, but experience indicates that such procedure is slower and less efficient than purchases made through the local Army Exchange.

If shipment of materials is to be made through parcel post, the information-education officer should make sure that the materials ordered conform to the weight and size limitations of parcel post; and he should be especially careful to insure that the address given for the shipment does not violate military security. If direct shipment by parcel post is desired, it is advisable for the information-education officer to clear the shipping instructions with G-2.

b. PORT OF EMBARKATION FUNDS (WEM FUNDS). These funds, in the control of port commanders, provide an efficient method by which units overseas may procure supplies. WEM funds in this category are set up at all ports of embarkation in the United States in relation to the actual needs of the oversea theaters which are served by the respective ports. Requisitions for supplies should be directed to the theater or task force commander through channels and should be justified in the usual way. At theater headquarters, requests are edited, consolidated, and forwarded to the appropriate port commander. Upon receipt by the port commander, the consolidated request is analyzed and requests for I&E materials are forwarded for approval to the Director, Information and Education Division. If approved, the Director, Information and Education Division, arranges for procurement of the materials (unless procurement is normal for the port commander), and the supplies are shipped to the port and transshipped to oversea destination.

Section IV. GENERAL PROVISIONS

200. Preparation for Moving Overseas

Before leaving the home station for an oversea destination, it is advisable for the I&E officer to have acquired a supply of essential I&E materials, bearing in mind that procurement is relatively simple in the United States. Those items which are training equip-

ment constitute an integral part of unit equipment, and other I&E materials can probably be taken as recreational equipment, for which a moderate amount of shipping space is allowed. All materials should be carefully packed, or crated, and clearly marked. Markings should include the letters "TAT" (To Accompany Troops); otherwise materials essential to the I&E program will be delayed in transit and may not catch up for a considerable time. The I&E officer should consult the Transportation Corps officer at the post about the procedures to be followed.

Radio broadcasting equipment and public address systems (except where authorized by T/A and T/O & E) are proper expenditures from WEM funds. Such equipment, however, is of limited availability during the war and will be authorized by the Chief Signal Officer only for cogent reasons (except at staging areas in the United States, where portable public address systems are authorized for the broadcasting of news at least four times daily). The Chief Signal Officer is the sole source of supply for Government-owned equipment of this kind. He is charged with the repair and upkeep of all such equipment, including radio receivers, whether or not such equipment is Government-owned.

Units and individuals are encouraged to take their radio receivers overseas, since procurement of this item is difficult outside the United States, and since radio reception is essential to the operation of the I&E program.

201. Receipt of Gifts

Cash gifts will not be solicited, and when voluntarily made will be received by the fund that is proper for their use. Whenever practicable, gifts in kind, rather than cash, will be received. In any case, acceptance of the gift must be approved by higher authority, as prescribed in War Department directives. Gifts should be made for a specific purpose and to a specific fund. Gifts cannot be received by the I&E officer. He will frequently be requested, however, to advise an individual or civilian organization in the choice and specifications of a gift in kind (such as a set of books to be presented by a civilian donor), and it is appropriate for him to render this service.

202. Employment of Enlisted Personnel

Enlisted personnel may be employed from nonappropriated funds to assist the I&E officer in their off-duty time, provided this conforms to the policy of the commander and the scale of pay is approved by him or by an appropriate fund council. The employment may be regular, such as assisting in research and filing of orienta-

tion materials, counseling in the off-duty education program, instructing in off-duty classes, etc., in which case the remuneration to the soldier will not exceed 50 percent of his monthly base pay. Or employment may be occasional, such as helping with the production of an orientation drama, in which case the pay should be such as the commanding officer, or appropriate council, approves.

CHAPTER 7

TRAINING OF INFORMATION-EDUCATION PERSONNEL

Section I. RESPONSIBILITY FOR TRAINING

203. Responsibility of Commanders

Commanders are responsible for taking advantage of opportunities offered by higher echelons for the training of information-education personnel, and for creating additional opportunities for such training within their commands. Merely to provide individual officers with directives, training literature, and training aids does not constitute training, nor is on-job training in itself sufficient. Training courses and training conferences should be arranged, the length and content suited to the needs of the command. Such training, in a classroom, under competent instructors and with ample opportunity for discussion and exchange of experiences, should be available to all I&E personnel from time to time.

The effectiveness of the information and education program, as with other training programs, depends on the qualifications and training of those directly responsible for its operation. An I&E officer who has the proper background and who is trained in current principles and procedures, can be of invaluable assistance to his commander; an officer with inadequate background and training may do irreparable harm.

204. Scope of Training Programs

The background and qualifications essential for information-education officers are described elsewhere in this manual and in War Department directives. Training provided by commanders should take these factors into consideration both in the selection of students and in their training. The training provided should insure, fundamentally, that students understand the historical background of the war; that they have a broad knowledge of enemy aims and the ideologies which bred those aims; that they have an enlightened and mature understanding of American ideals and those of the United Nations; that they are aware of plans for world organization and lasting peace; that they have an objective and unbiased point of view toward the home front; and that they understand

the military factors which shape the attitudes of the individual soldier, so that information which is presented to him is realistic and close to his interests and needs.

On the basis of these background subjects, students should be trained by lecture, demonstration, discussion, and application in the detailed operation of the information and education program as described in this manual and in other training literature provided from time to time by the War Department.

205. Selection of Personnel for Training

It is especially important that training be provided for primary duty I&E personnel. Where feasible, additional duty personnel should receive similar instruction. Where this is not practicable by the provision of training courses and conferences, it is the responsibility of the primary duty I&E officer to impart such instruction, by local and on-job training, so far as time and facilities permit.

Training courses in the principles and procedures of the off-duty education program should be provided for education officers in higher echelons and, at the appropriate time, for officers and enlisted personnel who will be directly responsible for the operation of the expanded education program following the cessation of hostilities. Specialists in motion pictures and certain other technical operations of the I&E program should be trained by appropriate technical services.

The selection of personnel to be trained is a command responsibility. The I&E officer in each headquarters should maintain a record of officers and enlisted personnel who, in his opinion, would profit by either basic or refresher training. When quotas are made available by training establishments, the I&E officer is then in a position to recommend the personnel to be included in these quotas. Upon the successful completion of the training course, primary duty personnel should be assigned to information and education duties, and except for cogent military reasons, retained on those assignments.

206. Coordination of Training

This manual, as supplemented and amended from time to time, provides the basic doctrine for the training of information-education personnel, and should be used as a basis of curricula in training establishments, training courses, and training conferences.

Where commanders establish schools or courses for the training of information-education personnel, which include 96 hours or more of training, copies of the programs of instruction and a report of the number of students (officers and enlisted personnel) attending should be submitted for his information and comment to the Com-

manding General, Army Service Forces (Attention: Director, Information and Education Division).

Section II. TYPES OF TRAINING

207. Principal Training Establishment, or "Parent School"

This establishment, approved by the War Department, is operated in the United States and is administered as one of a group of schools by the Commanding General, Army Service Forces. Qualified officers and enlisted personnel are selected to attend this school on a quota basis. Quotas are allotted upon request to Army Air Forces, Army Ground Forces, the service commands, and Military District of Washington, defense commands, technical services, and to the Information and Education officer replacement pool. Upon completion of a course, students are normally returned to proper station.

Successful completion of the Information and Education course is recorded on the appropriate AGO record form of the individual (AGO Form 66-1, 66-2, or 20) and a certificate of graduation is awarded to both officers and enlisted personnel.

208. Branch Schools

It is contemplated that branch schools of the "parent school" when authorized by the Secretary of War and approved by the theater commander, may be established in certain major theaters of operation. The curriculum and length of course should be adapted to the needs of the theater commander concerned.

209. Short Courses and Training Conferences

The following system of training courses and conferences is suggested in lieu of and in addition to branch schools which may be established. It is emphasized that the content and length of courses should be adapted to local needs and to the changing military situation. The programs described below are designed to serve only as guides. They are recommended for schools or training conferences which are established or conducted by commanders.

210. Suggested Curriculum for a Short Course

The following curriculum is designed for the basic training of primary duty I&E personnel for the current military mission in regiments, groups, and higher echelons. It is contemplated that the staff and faculty will be selected by the appropriate commander, and that the curriculum, methods of instruction, grading, testing,

and examinations will also be his responsibility. The I&E officer should be prepared to make recommendations in all these matters. The following suggested curriculum covers 12 days, or 96 hours of instruction. This publication should be used for basic references (see index), supplemented by the references to other publications, as indicated in column 3 of the suggested curriculum.

Suggested Training Program — 96 Hours

<i>Subject</i>	<i>Hours</i>	<i>Other Basic Reference</i>	<i>Comments</i>
1. <i>Missions and Duties.</i>			
<i>a.</i> Need for Information and Education.	5	WD Circular 360, 1944	Lectures and discussions. Enlisted personnel may be given Military Correspondence and Forms instead of Qualifications of Personnel.
<i>b.</i> Organization of I&E program.			
<i>c.</i> Use of I&E materials and services.			
<i>d.</i> Orientation policies.			
<i>e.</i> Qualifications of personnel.			
2. <i>Background of the I&E Program.</i>	10	Appropriate materials from orientation libraries, Orientation Kits; back issues of Fact Sheets, Army Talk, etc.	Lectures and discussions. First two subjects should provide comprehensive coverage — past, present, and future.
<i>a.</i> The Democratic Way of Life.			
<i>b.</i> Threats to the Democratic Ideal.			
<i>c.</i> Progress of the War.			
<i>d.</i> The Home Front.			
<i>e.</i> Minority groups.			
<i>f.</i> Morale Factors.			
3. <i>Orientation Training (Discussion).</i>	20		
<i>a.</i> Selection of topic.			Weekly Briefing Conference should be lecture and demonstration. Subjects <i>c</i> , <i>d</i> , and <i>e</i> should be covered in 3-unit blocks, four or five times. Topics presented for discussion may enlarge the scope of instruction in block two (Background of I&E Program). Subjects <i>c</i> and <i>d</i> should be demonstrated by instructor, then by students.
<i>b.</i> Preparation for Briefing.			
<i>c.</i> Briefing discussion leaders.			
<i>d.</i> Weekly Orientation Period.			
<i>e.</i> Critique of briefing and orientation.			
<i>f.</i> Orientation training of officers.			

- | | | |
|---|----|--|
| <p>4. <i>Orientation Training (News)</i>.
 <i>a.</i> News, sources, and categories.
 <i>b.</i> Selecting and editing News.
 <i>c.</i> Enemy Propaganda.
 <i>d.</i> Preparing Daily News Summary.
 <i>e.</i> Preparing Weekly News Summary.
 <i>f.</i> Disseminating the News.</p> | 8 | <p>Students should demonstrate preparation of news summaries.</p> |
| • | | |
| <p>5. <i>War Information Centers</i>.
 <i>a.</i> Purpose and Organization.
 <i>b.</i> Use of Visual Materials.
 <i>c.</i> Field Expedients.
 <i>d.</i> Maps—use and care.</p> | 6 | <p>Lectures and discussions should include practical exercise by students.</p> |
| <p>6. <i>Off-Duty Education Program</i>.
 <i>a.</i> Mission of education in the Army.
 <i>b.</i> Organization and services of USAFI.
 <i>c.</i> Organization of off-duty education in the unit.
 <i>d.</i> Education Council.
 <i>e.</i> Educational advising.
 <i>f.</i> Administrative procedures.
 <i>g.</i> Foreign Language study.
 <i>h.</i> Publicizing the education program.
 <i>i.</i> Case studies, practice.
 <i>j.</i> Preparing for cessation of hostilities.</p> | 14 | <p>USAFI Catalog, 2d Edition, "Your Post-War Career" (EM 945) TM 28-205 (Army Education Program for Inactive Theaters)</p> <p>Lectures and discussions, except foreign language demonstration, and practice by students under i.</p> |
| <p>7. <i>Miscellaneous Duties</i>.
 <i>a.</i> Camp and unit newspapers.
 <i>b.</i> Motion Pictures.
 <i>c.</i> Company Question Box.
 <i>d.</i> Off-duty discussion.</p> | 6 | <p>WD Pamphlet No. 20-3</p> <p>Lectures and discussions.</p> |

<i>Subject</i>	<i>Hours</i>	<i>Other Basic Reference</i>	<i>Comments</i>
8. <i>Organization of I&E Officer's Duties.</i>	9		Lectures and discussions. <i>c</i> and <i>d</i> may include demonstrations.
<i>a.</i> Office management.			
<i>b.</i> Staff coordination.			
<i>c.</i> Informal visits.			
<i>d.</i> Formal inspections.			
<i>e.</i> Work Schedules.			
<i>f.</i> Administrative procedure.			
<i>g.</i> Funds.			
<i>h.</i> Distribution of materials.			
9. Problems of (this) command.	6	As desired	May include discussions lead by members of general and special staffs.
10. Tests and Examinations.	2	Chapter 5, TM 21-250	
11. Commanding Officer's Time.	2		
12. Physical Training	6		
13. Individual conferences.	2		Conferences with staff and faculty.
	Total	96	

If officers and enlisted personnel attend the same course, it is suggested that a special block of instruction be provided for enlisted personnel, consisting of 10 hours, as follows:

<i>Subject</i>	<i>Hours</i>	<i>In lieu of</i>
Correspondence and military forms	1	1 hour of:
Office organization, additional	1	Item <i>e</i> Block 1
Administrative procedure, additional	1	and
Preparation for briefing, additional	1	3 hours each of:
Reports, especially inspection	1	Item <i>c</i> Block 3
Control of materials and supplies	1	Item <i>d</i> Block 3
Preparation of publicity, announcements	1	Item <i>e</i> Block 3
War Information Center and bulletin boards	3	
10		

211. Information and Education Training Conferences

a. TRAINING CONFERENCES FOR PRIMARY DUTY PERSONNEL. From time to time, I&E conferences should be held at corps, division, air command, and service command levels. These constitute brief refresher courses for primary duty personnel. Their purpose is to inspire confidence in I&E personnel through meetings with the commanding general and members of his staff; to demonstrate approved techniques; to provide opportunity for discussion of common problems; and to point the way toward improvement of the information and education program. The following suggested program is designed for a 2½ day conference:

Suggested Conference Program, Refresher — 2½ Days

<i>Day</i>	<i>Subject</i>	<i>Remarks</i>
<i>First day, 1300 to 1700</i>	<i>Problems of the Command, and how the I&E program can help solve them.</i>	Introduction by commander. Address by the commanding general. Remarks by the I&E officer. Discussion.
	<i>Preparing the News Summary.</i>	Demonstration by an I&E officer. Receiving, editing, and preparing the news. Exhibit of sample news summaries submitted by units. Broadcasting the news, with demonstration, if feasible.
	<i>War Information Centers.</i>	Visit to unit and company War Information Centers. Talks by local I&E officers. Discussion. Talk by I&E officer on use and care of maps. Use of Company Question Box.
<i>First day, Evening.</i>	<i>Films.</i>	Showing of recent War Information Film, with typical I&E presentation. Showing latest GI Movie Weekly. Discussion.

<i>Day</i>	<i>Subject</i>	<i>Remarks</i>
<i>Second day, 0800 to 1200</i>	<i>Selection and Training of Personnel</i>	Discussion led by I&E officer, with participation by G-1 and G-3. Existing and proposed training opportunities.
	<i>Proper Use of Funds.</i>	Conference led by a Fiscal Officer. Discussion.
	<i>Inspections.</i>	Purpose and scope of an I&E inspection. Speech by an inspector general. Discussion.
	<i>Distribution and Use of I&E Materials.</i>	Discussion led by I&E officer.
<i>Second day, 1330 to 1730</i>	<i>Staff Coordination.</i>	Talk by the chief of staff, or representative. Discussion.
	<i>The Briefing Conference.</i>	Remarks by G-3; demonstration by selected personnel.
	<i>The Orientation Training Period.</i>	Demonstration by one platoon.
	<i>Critique of the two preceding formations.</i>	Discussion.
<i>Second day, evening.</i>	<i>Group conferences, as desired.</i>	

Third day, 0800 to 1200

New Opportunities in Off-duty Education. Talk by an Education Officer.

Organization of the Off-duty Education Program, including off-duty discussion groups. Discussion led by the I&E officer; common problems and their solution.

Problems in Educational Advising. Conference led by an Educational Adviser. Discussion.

Class Instruction. Organization and Techniques. Discussion led by an Education Officer.

Third day, 1330 to 1730

Orientation Training for Officers and Staff Discussion led by an I&E officer.

A Typical I&E Program. Description by a unit I&E officer of an outstanding program.

Improving the Information and Education Program Inspirational address by the I&E officer.

Closing Remarks by the commanding general or representative.

b. TRAINING CONFERENCES FOR ADDITIONAL DUTY PERSONNEL. When it is not practicable to train additional duty I&E personnel by providing a substantial training course for them, occasional training conferences should be arranged in the unit. It is suggested that these conferences include at least 8 to 16 hours of instruction.

c. TRAINING CONFERENCES FOR EDUCATIONAL ADVISERS AND COMPANY EDUCATIONAL ASSISTANTS. Conferences on matters of special interest to educational advisers and company educational assistants should be arranged periodically by the unit I&E officer. An educational conference will be especially appropriate when conditions are favorable for a general broadening of the off-duty education program throughout the command. If practicable, the commander should request the services of an education officer from the theater or service command to assist the I&E officer in conducting the conference. The unit educational adviser, should assist the unit I&E officer both in preparing the agenda and in conducting the conference.

d. TRAINING PROGRAM FOR SCHOOLS OFFICERS. Upon cessation of hostilities, RR 1-4 provides for the assignment of schools officers to administer the Army Education Program in battalions and comparable units. Since the provisions of RR 1-4 should be implemented immediately upon receipt of the pertinent directive from the theater commander, provision should be made for training this personnel prior to cessation of hostilities.

Training courses established for this purpose should be based on TM 28-205, and should train battalion schools officers to administer the education program described in that manual, including the organization and operation of unit and battalion schools, preparation of schedules of instruction for such schools, and the training of instructors. Upon successful completion of the course, personnel should be assigned as assistant I&E officers, or assigned to other appropriate duties, but earmarked for duty as Battalion Schools Officers when the provision of RR 1-4 become effective.

212. Other Training Methods

a. MOBILE INSTRUCTIONAL UNITS. In situations where it is impractical for I&E personnel to attend a branch school or short training courses as described above, mobile instructional units may be organized at the theater, army or service command level, to visit posts and divisions where training of I&E personnel is desired. The length of the courses and the content of the training program offered by these units should be based on programs of short courses and training conferences described above and adapted to the particular situation. It is advisable for mobile instructional units to

have transportation assigned to them, if they are to travel by highway, so that an ample supply of reference materials, maps, visual aids and other essential materials may be carried with the unit at all times. The instructional team which comprises a unit should be made available for consultation, providing this does not interfere with the scheduled training program or unduly delay travel.

b. ON-JOB TRAINING. This type of training is especially applicable to I&E personnel who have completed authorized courses of training, but who lack field experience. When officers or enlisted personnel in this category are detailed to on-job training, definite duties should be prescribed.

It is suggested that duties be defined in general by the I&E officer recommending the assignment, and that these duties be adapted to the needs of the post or unit where on-job training is to be given. Personnel receiving on-job training should not be given primary I&E duties, but should observe procedures and be under the local I&E officer's direct supervision. The I&E officer should report on the quality of performance of such personnel, as desired by the higher headquarters, and these reports should be a controlling factor in making permanent assignments.

APPENDIX I

FIELD EXPEDIENTS IN PREPARING VISUAL AIDS

1. Treating Surface of a Map

When cellophane or acetate cannot be obtained, a good substitute can be made from discarded used film. It is frequently available at an air base and can be obtained in large squares. The photograph can be washed off with hot water and the squares of clear film stapled into a sheet large enough to cover the map, or the portion of the map on which marks are to be made. Medical Corps personnel frequently have used X-ray film which can be treated in the same way; and the division engineers often will provide similar material. Cellophane has been used successfully in mobile displays by sewing squares of cellophane to a background of tentage or similar material, leaving an opening at the top through which a map can be inserted and withdrawn as desired.

A grease or China-marking pencil affords the best means of marking the cellophane overlay of a map. An ordinary heavy pencil can be used, however, provided an abrasive of some sort is first used on the surface of the cellophane. Sand paper and emery paper are effective abrasives, and field expedients include tooth powder and soap powder. Care should be taken, however, to make only a light abrasion.

If cellophane, acetate, or similar substance is not obtainable, the map may then be covered with a clear varnish, lacquer, or shellac. An effective method is to varnish the background surface (such as plywood), place the map in position on the wet varnish, and allow to dry; then add a complete coat of shellac or varnish over map and board.

2. Enlarging a Map

Two methods of enlarging a map are described in paragraph 153, TM 21-250: by folded squares and by opaque projector. In hand-making an enlargement, it is essential that only that detail of the map be shown which is pertinent. There are two opposing features to balance when determining how much detail is wanted in a map. Too much detail obscures a map and makes it difficult to read, especially at a distance. Too little detail makes it impossible to find the locations that are usually mentioned in communiques and news

stories. One compromise method is to use a map that is clear of all but political boundaries, rivers, and major cities, and locate other specific places, when needed, by means of a gazeteer or by copying from a more detailed map. Another compromise is to put all of the town and city names on the map that might possibly be mentioned in the news (comparable to the detail found on a map of the scale 1/500,000), but print them in light grey, so that they do not stand out in a confusing manner, but are there when needed. The desired details of the map can be heavily overmarked to the desired extent when it is to be viewed from a distance. Care should be exercised to paint or print important titles in a size large enough to be read by the group which is using the map.

3. Projecting Image of a Map

The best device for projecting the image of a map on a wall or other smooth surface, for use as a visual aid, is by use of a magic lantern or baloptican. If neither of these is available, the following device may be used with some measure of effectiveness. On a piece of plexiglass, cellophane, or other transparent material, draw or paint an outline of the map or other figure which is to be shown. For the sake of stability, place this in slots cut into a box of any kind and any size. Place the box on a table or other object of proper height. Behind the figure, place an ordinary flashlight, with the glass reflector removed so that only the bulb throws light. The box may rest on any kind of base which will place the light directly behind the center of the figure. Darken the room or tent; turn on the flashlight. The figure will be clearly projected on the sheet, wall, or other surface used. The focus can be adjusted by regulating the distance of the flashlight from the figure, and the distance of the box from the screen. To obtain a foreshortening of any part of the figure, tilt the figure so that the portion to be emphasized is nearest the light, and lower (or raise) the flashlight support. For example, a map of Europe, when the top is tilted away from the flashlight, will bring into sharp focus the Balkans but will show the Scandinavian countries only dimly.

4. Making and Using Colors

Blending colors should not be used for display purposes. Red should not be used on brown, nor red on green—unless the colors are separated by a relieving strip of white or other contrasting color. Analyses of color combinations are contained in a variety of art publications. It is suggested that the information-education officer consult the special services officer.

If colored pencils, crayons, and paints are not available for mark-

ing maps and making other training aids, water colors and paints may be improvised in several ways. Iodine, obtainable from the dispensary, will make an excellent brown; ordinary white sugar, from the mess, when cooked in a frying pan or similar container, will also make brown pigment. Mercurochrome from medical personnel will produce a satisfactory red, and with water dilution will make a pink. Beet juice from the mess will also make red. Atabrine tablets, dissolved in water, will make yellow. Gentian crystals and blue and green crystals (from the Medical Department) will make those colors when dissolved in water. Paints of various colors also can be made by soaking crepe paper in water. Crepe paper is carried in many Army exchanges, even overseas, and is used extensively by special services personnel in producing soldier shows. These improvised colors are practical if made of the proper consistency, and will not wash off under ordinary climatic conditions.

A field expedient which will serve the purpose of glue, is obtained by mixing with water a portion of dextrine (potato meal) which may be obtained from the Medical Department.

5. Posting Cardboard Aids

For lecture purposes, one of the most practical methods of posting cardboard strips, charts, and similar material, is to hang on the wall a large piece of felt, then glue or staple a small piece of sand paper on the back of the cardboard item to be displayed. The sand paper will adhere to the fuzz of the background material, and no other fastener is needed. Emery paper will serve the same purpose as sand paper, and an issue blanket (or even an issue overcoat) will serve instead of a piece of felt. This device is used frequently in the field, the blanket or felt being hung against the side of a truck, or between two bent saplings, which make the blanket taut when they are released.

6. Visual Aids Source Materials

Dependable sources of obtaining visual aids include: FM 21-8, and "Arts and Crafts Catalog," prepared by the Special Services Division and available in most exchanges, and FM 21-7.

APPENDIX II

CASE STUDIES IN OFF-DUTY EDUCATION

In order to describe the administrative procedures of the off-duty education program, three hypothetical cases are presented below. It is assumed that the unit to which these men belong is stationed in the United States. With only minor changes, these procedures may be adapted to a situation overseas.

1. Case 1. USAFI Correspondence Courses

Pvt. Fulton is 26 years old, married, 10th grade education. At the reception center he was listed Grade I in a mechanical aptitude test. He had worked for 18 months as a welder in a shipyard. Except for that he had done odd jobs. He is a basic soldier, 521; being trained as a rifleman. Corporal Rasch, company educational assistant, chats briefly with Fulton during a rest period one day; finds him worried about his civilian future. He wants to learn a trade and have steady work. Rasch makes an appointment to discuss it with him that evening.

At the evening conference, they go over together the USAFI catalog and its periodic supplements. Pvt. Fulton wants a trade that he has some familiarity with, and selects USAFI Correspondence Course: Gas Welding (J363). The course description reads "Materials and equipment; preparation; technique; gas welding of cast iron, carbon steel, alloy steels and nonferrous metals; pipe welding; gas cutting." That sounds good to Fulton, since he has had practical experience in this field, and since welding equipment is available in the motor pool, which Rasch arranges for him to use. Corporal Rasch convinces him, however, that his background for this course is insufficient and, furthermore, that an isolated course will not do him much good. He lays out a long-range plan of study which will give Fulton a comprehensive background. Upon Fulton's assurance that he is in earnest and will not quit, Rasch plans with him the following courses: Review Arithmetic—I (H133); Review Arithmetic—II (H134); Gas Welding (J363). The first two of these are taken because Rasch is convinced that Fulton is rusty on arithmetic and needs a solid foundation if he is to gain the full benefit of a long-range program. It is understood that, if Fulton finishes the Gas Welding course successfully, he is to take courses

in either Metal Forging and Toolmaking, or in Foundry Practices. Upon completion of this long-range program, Pvt. Fulton should be able to do a competent job in welding and have enough knowledge of toolmaking or foundry practices to start him on the road to a steady civilian job as toolmaker or shop foreman.

Pvt. Fulton is afraid that if the company commander knows what he is studying he will be transferred to the Ordnance Department. Naturally, he wants to stay with his outfit. Since no enlisted man can enroll in a course without his company commander's approval, Corporal Rasch discusses the case with the company commander. The latter is glad to see Fulton trying to better himself and states that such initiative makes him a more valuable soldier, and that certainly he does not want him transferred. Fulton asks Rasch how much time he will have to put into study. Rasch replies that it varies with each student, and advises him to set for himself a work standard—say, 6 hours a week.

At the close of the conference with Fulton, Corporal Rasch helps him fill in Application for Correspondence or Self-Teaching Course, (WD AGO Form 0824), which has been obtained from the USAFI branch, through the unit I&E officer. To this form he attaches Fulton's money order for \$2.00, made payable to the Treasurer of the United States at Madison, Wisconsin. He explains to Rasch that this single payment will cover all the courses he wants to take and entitles him to all USAFI services so long as he makes satisfactory progress; that he must agree to keep up in his studies; and that, if he finds any tough spots in the course either Rasch will help him out, or find somebody in the unit who knows the subject thoroughly and will help. One final word of caution is given to Fulton, namely, that there is no guarantee in this plan that he will be able to get a job as welder, toolmaker, or shop foreman after he returns to civilian life; nobody can tell what job openings there will be. Fulton is glad to take that chance, since he does not want to learn a trade with which he has no familiarity on the chance of its providing a good job market. Fulton knows that the unit is likely to go overseas soon and hesitates to enroll for that reason. Corporal Rasch assures him that he can take along his textbook and that USAFI service will continue overseas.

Since Review Arithmetic—I is one of the self-teaching courses which this regiment carries in stock in limited quantity, he gives Fulton this textbook containing the full course and explains the self-teaching features. Corporal Rasch then records the enrollment on his records, forwards application and money order directly to the unit information-education officer, who in turn enters the data on his records and forwards application and money order directly

to headquarters, United States Armed Forces Institute. (If the unit had been overseas, these would have been forwarded to the nearest USAFI branch.) The application should include a notation to the effect that a textbook has already been furnished the applicant, so that an additional textbook will not be furnished directly by USAFI. The unit I&E officer replenishes his stock by requisition, or requires the return of the textbook furnished the student in the event that the student receives a duplicate.

At the end of a week, Corporal Rasch calls on Pvt. Fulton and finds he has completed Addition and Subtraction and is almost through Multiplication. More than a decade has elapsed since Fulton took arithmetic, but it begins to come back to him. When Fulton nears the end of the course, Rasch helps him make out and send USAFI Form 68, which is request for end-of-course test. This form is signed by Lt. Hanover, Fulton's platoon commander, who has agreed to administer the test when it arrives. The test is mailed to Lt. Hanover, who administers it to Fulton in accordance with instructions which accompany the test. Fulton's test paper is given to Rasch who sends it directly to USAFI, where it is graded. Since Fulton got more than a passing mark, USAFI sends him a Certificate of Completion for Review Arithmetic—I. This is sent, however, to Fulton's company commander (or representative), so that the latter can present it personally to Fulton. This he does, as is his practice, at a retreat formation. He also directs the 1st Sgt. to see that the proper entry is made in Fulton's WD AGO Form 20, and that Corporal Rasch, as company education assistant, is notified. Rasch enters the fact in his records and notifies the unit information-education officer. Rasch congratulates Fulton and starts him right off on Review Arithmetic—II. At 26 years of age, Fulton is not planning to return to school but he would like his school record improved as much as possible. Eventually, through USAFI courses and through the general education he has acquired from Army training and other educational experience, he may become a high school graduate. Rasch helps Fulton fill out and send to his high school principal a Request for Report of Educational Achievement, USAFI Form 47. (See par. 87.) This form carries the request that the school evaluate his educational achievement for appropriate credit, and advise him of further requirements to be met, if any. Military training courses which he may have completed may be evaluated for credit as part of the accrediting procedure.

When Fulton has completed the two arithmetic courses, he starts on Gas Welding. This is a USAFI Correspondence Course, in which the lesson papers are mailed directly by Pvt. Fulton to USAFI for

grading. In a reasonable time, depending on his distance from USAFI, Fulton gets each lesson back; but he goes ahead with the remaining lessons without awaiting his marks on the ones completed. Half way through the course, he runs into a textbook problem he cannot understand. Rasch is stumped, because he knows nothing about welding. But he gets permission to look over the Form 20's in the unit personnel office. There he finds the record of a sergeant in the service company who is an expert welder. He sends Fulton to this sergeant and the latter clears up the difficulty. When Fulton estimates that he will finish Gas Welding in about a month, Corporal Rasch helps him fill out Application for Institute Text or Examination (USAFI Form 68); Lt. Hanover agrees to administer the test when it arrives and signs the form to that effect; Rasch sends the application to USAFI. In a short time Lt. Hanover receives the test, calls in Fulton, and arranges for him to take the test; then turns the results over to Corporal Rasch for processing to USAFI.

2. Case 2. University Extension Correspondence Course

Sgt. Grove is 20 years old, unmarried; has completed 2 years at a State university, majoring in the social sciences. He expects to graduate after the war and become a Social Welfare Executive. He asks Corporal Rasch, company educational assistant what USAFI offers that would help him.

Corporal Rasch suggests USAFI Course, Social Problems (C646), but Grove has covered the equivalent of that course. He knows about what he needs—some practical courses that will help him manage a social welfare organization, and some courses in theory that will strengthen his background. By studying the USAFI catalog with Rasch, he decides to plan the following long-range program: Practical Courses—Feature Writing (C596), Advertising (C541), and Office Management (C546); Background Courses—Community Organization, Marriage and the Family, and Public Opinion. These are all university extension correspondence courses. His own State university gives Community Organization and Public Opinion. Six universities and colleges give extension courses in Marriage and the Family. The division I&E officer will usually have WD Pamphlet No. 20-4, listing all courses and prices. Rasch arranges for the sergeant to visit division headquarters and consult with the division information-education officer and his educational assistant. After consulting various catalogs including that of his own university, Grove decides to plan for the six courses indicated above, taking Marriage and the Family at Blank university and requesting, at the appropriate time through the institutions concerned, that credits be granted by Blank university

and transferred to his own university. He decides to start with Community Organization at his own university. He writes directly to this university, proposing his plan, asking what credits they will allow, and the cost of the university course. He also writes to Blank University concerning the course in Marriage and the Family. When he hears from his own university he fills out a USAFI registration blank (WD AGO Form 0824 in duplicate), for Community Organization and attaches his money order for half the amount of the course, made out to his university and drawn on the postmaster where the university is situated. Rasch takes the blanks and the money order and forwards them, through the unit information-education officer, to USAFI (or its nearest branch overseas). There a Government check for the balance of the amount is added, the registration blank, accompanied by both this check and Grove's money order, is forwarded to the university. Grove then starts getting lessons from the University, and returns them direct. When examination time approaches, the university sends the examination paper to the indicated officer who will administer the examination. The results of examination are forwarded to the university. The university notifies both Grove and USAFI of the grades attained in the course and the amount of credit allowed Grove. After completing this university course, Grove decides to take the course in Feature Writing (USAFI Course 596) and follows the procedure indicated in Case 1. Each time he finishes a course, a record is kept in the company, the unit, USAFI.

3. Case 3. The Class Method

Corporal Marks, age 23, married, graduate of a large high school, wants to become a reporter on a city daily. He was on the editorial staff of his high school paper, and did some reporting for a camp newspaper. He has two friends in the adjoining companies who also want to be reporters. He asks Corporal Rasch if a class can be started for those who are interested. Rasch reports this at the next meeting of the Education Council. The council approves provided four conditions are met: (1) that a competent instructor can be found, (2) that the prospective students have sufficient background in the subject and have about the same practical experience, (3) that a good textbook can be procured, and (4) that classroom facilities are available. Captain Jones, unit information-education officer, reports that USAFI publishes a standard textbook on Modern News Reporting, EM 907, (high school and first year college level), and that he will write to USAFI headquarters for sufficient student textbooks. This letter (sent through military channels to USAFI) should include the following information: estimate of number of students to be enrolled, a statement that a competent in-

structor is available and that classes will be held in off-duty hours. (WD AGO Form 445 may be used instead of letter request but should contain the same information.) Captain Jones directs his T/5 assistant to examine the WD AGO Forms 66-1 and 29 for the name of a competent instructor. This search reveals Lt. Beaver, who used to be city editor in a city of 100,000 and who had lectured occasionally at the local college. Lt. Beaver is glad to accept this off-duty assignment, since it keeps his hand in at his profession. Captain Jones tells the council that he will arrange for publication of a notice asking for names of officers and men who would like to join a news-reporting class meeting two evenings a week; but that before doing so he will ask the approval of the regimental commander for the organization of the class. The commander believes in the value of education for his troops and approves the plan. The notice which Captain Jones prepares asks for men who have had experience in reporting and who would like to join the class. Seven men in all express a desire for the class, but two of them are merely wishful thinkers and are not considered good class material. Since five is considered too small a number, Captain Jones requests the division information-education officer to question the adjoining units, with the result that 18 men form the class. Lt. Beaver, the instructor, consults with the unit educational adviser who helps him organize a teaching plan based on the textbook. Before completion of the course, 12 of the 18 students request Lt. Beaver to arrange for them to take end-of-course tests. This arrangement is made by the unit information-education assistant, who helps the students, including those of adjoining units, prepare applications for Institute Test or Examination (USAFI Form 68), which he forwards to USAFI with a covering letter. The procedure thereafter follows that in Case 1. Facilities were arranged by Captain Jones in the post library, where there is a small room containing two large tables and a black board. The students get practical experience during the course by reporting local news for the unit newspaper; and some of them write feature stories.

APPENDIX III

SUGGESTED SYSTEM FOR FILING INFORMATION MATERIALS

1. The Filing System

a. **CLASSIFICATION.** Any collection of source materials will lack maximum usefulness unless it is arranged in a logical and workable system of filing. The system of filing and reference which the I&E officer maintains should be so well organized that a new officer or enlisted assistant will have no difficulty in finding materials or interpreting them. An Army librarian, if one is available, should be helpful to the I&E officer in planning his filing and reference system. Even when starting with a few materials, the information-education officer will save himself considerable subsequent difficulty if he sets up a filing system which takes into account the possible growth of the collection into a sizable body of materials of various kinds. The first step in establishing an information file is to determine the main categories under one of which each future additions to the file will logically fall. The classification headings described below are offered as a suggestion.

<i>Classification</i>	<i>Symbol</i>
Faith in the United States	U. S.
Why We Fight	Fight
The Enemy	Enemy
Our Allies	Allies
The Soldier's Pride in Outfit	Pride
The News and Its Significance	News
Problems of Redeployment and Demobilization	R&D
Problems of Lasting Peace	Peace

b. **SECONDARY CLASSIFICATION.** Almost every item of information can logically be filed under one or more of the above categories, but it is useful to add a *Miscellaneous* category. Items in each category should be further classified into subdivisions based on the theater to which the subject pertains, the division of which the unit is a part, or other identifying feature.

c. **CROSS REFERENCES.** When an item to be filed pertains to more than one of the main categories (a single news item, for example,

may often contain important facts about the enemy, our Allies, and problems of lasting peace), the document itself should be filed under the most logical category, and cross references to the item should be filed in other categories related to it. These cross references need be no more elaborate than a penciled notation on a piece of paper, directing the file user to the category under which the item has actually been filed. Each item filed should be given a short title for identification, together with notation of the secondary classification (theater, etc.)

d. MASTER CARD INDEX. For convenience in locating materials that have been filed, a master card index should be maintained. This index should list alphabetically the short titles assigned to the filed items. The sample index card below refers to a news story which describes how a Japanese soldier "played possum" by lying on the ground among American dead and covering himself with a U.S. Army blanket. In the sample, *Enemy Trick* is the short title; *Jap soldier plays possum* is the actual title; *A.P. Dispatch* denotes the source; *Enemy* is the symbol showing in which main category the item is filed; *Pacific* is a subdivision of that category; the word "none" under *Alternate* indicates that the item has no special relation to the other main categories.

Enemy Trick

Jap soldier plays possum.
(A.P. Dispatch)

ENEMY

Pacific

ALTERNATE

None

Many items suitable for filing are related to more than one of the main categories. The sample index card below refers to such a document, which is a speech delivered at the Herald-Tribune Forum in October 1944 by the Commanding General, Army Service Forces. The contents of this speech stimulate pride in the tremendous undertakings of the Army and tend to increase the faith of soldiers in the ability of people back home to accomplish the impossible in producing the materials of war. The manuscript of the speech might be filed under the category of *Pride in Outfit*, with a cross reference sheet inserted under *Faith in the United States*. In the card index, this item would appear as follows:

Impossible?

Organization of Supply—
Invasion of France
(Gen. Somervell Speech)

PRIDE

Europe

ALTERNATE

U.S.

2. Preparation of Materials for Filing

Each item to be filed should be suitably prepared so that subsequent handling will not destroy its usefulness. Newspaper and magazine clippings, for example, should be pasted on sheets of paper of uniform size to prevent tearing and for convenience in filing. Books and other materials of similar bulk should be grouped separately, on shelves, with cross-reference sheets pertaining to them inserted under pertinent categories of the main file. When time permits, it is helpful to prepare brief analyses of important books. The analyses may then be filed along with cross references to the books themselves. If a considerable collection of books is included in the information materials, it is advisable to maintain a separate card index of them, with references likewise appearing in the master card index.

3. Filing of Maps

A collection of various kinds of maps is essential to the effective functioning of the I&E officer's duties. More than any other type of information material, a map can be put to good use again and again in the information and education program. This fact emphasizes the need for a convenient method of filing and cataloging maps so that a particular one can be readily located when needed. Maps should be filed flat and unfolded, if possible. Geographical categories are obviously the most logical for a map file. Within each category, if there are numerous maps to be filed, subdivisions of countries or major cities may be established. Card indexes of the map file should contain information as to the scale, projection, and type of each map. (*Newsmap*, Orientation map, National Geographic map, etc). For physically dividing the sections of the map file itself, large strips of colored cardboard labeled with the appropriate category or subdivision are suitable.

APPENDIX IV

CHECK LIST OF UNIT I&E OFFICER'S DUTIES

The check list below is a suggestion. It should be adapted to the local situation.

DAILY

Company War Information Center. Visit at least one company WIC daily to check posting of maps, news summaries, etc.

Unit War Information Center. Revise battle line maps daily. Post daily news summaries and other important items.

Bulletin Boards (other than those in organizations). Post daily news summaries and interesting current items.

News summaries. Prepare daily mimeographed news summary and distribute to platoon level. Broadcast news, in addition to published summary, when equipment is available.

Company Question Boxes. Process questions which have been forwarded by company I&E officer for appropriate action.

WEEKLY

Schedules and records. Prepare schedule of all I&E activities within the unit. Maintain record of additional duty personnel; unit activities such as off-duty discussions, classes, and special events.

Preparation for briefing. Perform research in information files. Prepare *Notes for Briefing Conference*. Plan agenda and rehearse presentation of briefing material.

Briefing conference. Brief company I&E personnel and discussion leaders, or company I&E personnel only (decentralized plan).

Orientation training period (troops). Observe conduct of discussion in one or more platoons.

Orientation training period (officers). Conduct, or assist the commander in conducting, weekly discussion period for staff officers.

Weekly Discussion Preview. Publish Preview to all organizations for posting in advance of orientation training periods. An-

nounce discussion topic through other information media available.

Weekly news summary. Prepare summary for use at briefing conference and in the orientation training periods that follow.

NEWSMAP. Arrange for distribution to companies. Post on non-organizational bulletin boards and in unit WIC.

Unit Newspaper. Supervise publication by enlisted editorial staff.

GI Movie Weekly (in the U.S.). Maintain schedules of showings throughout command. Preview films in order to publicize portions relating to orientation and off-duty discussion. Arrange for posting of GI Movie Posters.

YANK and theater newspapers. Where distribution is automatic, arrange distribution plan and spot-check weekly. Arrange for appointment of subscription representatives in companies.

SEMIMONTHLY

Education Council. Arrange conference of company education assistants and unit educational adviser.

MONTHLY

Staff reports. Make reports concise, accurate, and in conformity with local staff procedures.

Supervision and inspection. Inspect I&E activities in each organization, (monthly or as required).

Funds. Maintain record of I&E expenditures of appropriated and nonappropriated funds within unit. Prepare budgets periodically as required.

"What the Soldier Thinks." Spot-check to insure receipt by organization commanders and other officers.

CONTINUING, AS REQUIRED

Standard set of instructions. Keep up to date, anticipating changing conditions.

Supervision and observation. Visit and observe all I&E activities within the unit.

Facilities. Plan and arrange use of facilities for off-duty classes and discussions; showing of War Information Films; operation of unit newspaper; special orientation training periods.

Equipment and supplies. Prepare schedule for distribution of NEWSMAP, Army Talk, Weekly Discussion Preview, unit

newspaper, GI Movie Weekly and posters, GI Roundtable pamphlets, etc. Establish stock level on all items; make monthly inventory of supplies and place requisitions covering shortages. Coordinate with purchasing and contracting officer in procuring materials.

Office administration. Schedule enlisted assistant's duties. Maintain file of pertinent directives, policies, and administrative matters. Maintain information file of source and background materials. Establish and maintain smooth functioning procedures relative to correspondence and daily routine.

Training of personnel. Hold conferences for training I&E additional duty personnel and education assistants. Maintain file of officers and men for whom training at a conference or school of a higher echelon is desired.

Selection of orientation topic (frequently at division level). Prepare program of topics at least 4 weeks ahead, in conference with I&E officers in lower echelon, or as directed by division I&E officer.

War Information Films. Schedule showings as required by directives. Prepare introductory remarks and plan for discussion after showings.

Off-duty classes. Publicize opportunities, select instructors, procure necessary materials, arrange suitable facilities.

Foreign language instruction. Same as off-duty classes.

Study groups. Organize and arrange facilities for groups interested in similar vocational, professional, and technical subjects.

Supervised study. Arrange facilities and supervisory personnel for off-duty study periods.

Educational advising. Arrange and announce schedule for individual consultation with unit educational adviser.

Education program promotion. Keep values of education program before troops by frequent announcements, distribution of promotion materials, publicity in unit newspaper; spot announcements over PA systems; bulletin boards; educational displays in WIC.

Supervision of off-duty education program. Supervise activities of company education assistants in enrolling students in appropriate courses, applying for tests and accreditation services. Observe conduct of off-duty classes and discussion groups. Insure distribution of USAFI catalog, enrollment forms.

Off-duty education records. Maintain comprehensive records, including enrollments, disenrollments, course completions.

Off-duty discussion. Obtain approval of topics selected or upon which men desire discussion. Arrange facilities. Announce time and place.

Special information materials. Develop special posters, displays, and other materials to meet specific interests and needs of command. Where feasible, arrange for sale of commercial newspapers and magazines through Army Exchange.

Special programs. Arrange for occasional guest speakers, orientation dramas, quizzes, skits.

Training aids. Prepare maps, charts, graphs, posters, sand tables, slides, film strips, and similar aid for use in I&E program.

Radio public address and carrier systems. Arrange for equitable distribution of radio receivers for troops. Arrange for use of PA systems where available.

Rumors and enemy propaganda. Coordinate with G-2 in minimizing harmfulness of rumors by providing accurate information.

Pocket Guides. Insure distribution when on transport. Spot-check on use made of guides by troops.

Preparation for movement. Stage occasional dry run of packing and storing of I&E equipment and supplies in anticipation of movement orders for unit.

Mobile displays. Prepare mobile displays to circulate through unit and to isolated elements of command.

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